



International Programme on the Elimination of Child Labour (IPEC)



International  
Labour  
Office

## ***IPEC Evaluation***

### **APEC Awareness Raising Campaign: Eliminating the Worst Forms of Child Labour and Providing Educational Opportunities**

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**An independent final evaluation by a team of external consultants**

**Mexico, Peru, Indonesia, Phillipines, Thailand, Vietnam**

**December 2006**

**This document has not been professionally edited.**

## NOTE ON THE EVALUATION PROCESS AND REPORT

This independent evaluation was managed by ILO-IPEC's Design, Evaluation and Documentation Section (DED) following a consultative and participatory approach. DED has ensured that all major stakeholders were consulted and informed throughout the evaluation and that the evaluation was carried out to highest degree of credibility and independence and in line with established evaluation standards.

The evaluation was carried out a team of evaluation consultants<sup>1</sup>. The field mission took place in December 2006. The opinions and recommendations included in this report are those of the authors and as such serve as an important contribution to learning and planning without necessarily constituting the perspective of the ILO or any other organization involved in the project.

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## ACRONYMS AND ABBREVIATIONS

ACLAT	Anti-Child Labour Award for Teachers
ACT	Alliance of Concerned Teachers
ADRA	Adventist Development and Relief Agency International
APEC	Asia Pacific Economic Cooperation
CLETF	Child Labour Education Task Force (Philippines)
CLU	Child Labour Unit
CPFC	Vietnam Committee for Population, Families and Children
CROC	Confederacion Revolucionaria de Obreros y Campesinos (Workers and Peasants Revolutionary Confederation)
CTM	Confederacion de Trabajadores de Mexico (Workers Confederation of Mexico)
DBB	Dolye Dane Bernbach
DED	Design Evaluation and Documentation Section
Defensoría	Local Legal Advisory
DFID	Department for International Development of the UK
DILG	Department of Interior and Local Government (DILG)
DME	Design Monitoring and Evaluation
ECOP	Employers Confederation of the Philippines
EFA	Education for All
ETF	Education Task Force
ERDA	Education Research and Development Assistance Foundation (Philippines)
ESG	Education Sub-Group
HRDWG	Human Resource Development Working Group
ILO	International Labour Office
IPEC	International Programme on the Elimination of Child Labour
OEC	Office of the Education Council (Thailand)
MOE	Ministry of Education
MOET	Ministry of Education and Training (Vietnam)
MOL	Ministry of Labour (Thailand)
MOLISA	Ministry of Labour, Invalids and Social Affairs (Vietnam)
NACEWFCL	National Committee on the Elimination of the Worst Forms of Child Labour (Indonesia)
NCEFA	National Committee on Education for All (Indonesia)
NCLC	National Child Labour Committee
NCTL	National Council of Thai Labour
NCYD	National Council for Child and Youth Development (Thailand)
NFE	Non Formal Education
NGOs	Non Governmental Organization
NIDA	National Institute of Development Administration (Thailand)
NPC	National Programme Coordinator
NPM	National Programme Manager
NPSC	National Project Steering Committee (Vietnam)
NSC	National Steering Committee
NSCECL	National Steering Committee on the Elimination of Child Labour (Indonesia)
PAC	Project Advisory Committee
PAN	Mexican National Action Party
PRI	Mexican Institutional Revolutionary Party
PRD	Mexican Democratic Revolution Party
PRSP	Poverty Reduction Strategy Paper
PTBP	Philippine Time-Bound Programme
RCLCE	Research Centre for Literacy and Continuing Education (Vietnam)
SCREAM	Supporting Children's Rights through Education, the Arts and the Media
TBP	Time Bound Programme

TF	Task Force
TICW	ILO Mekong Sub-regional Project to Combat Trafficking in Children and Women
TOR	Terms of reference
TUCP	Trade Union of the Philippines
SEP	Ministry of Education (Mexico)
STPS DF	Ministry of Labour and Social Welfare of Mexico City
SUTEP	Peruvian Teachers' Union (Peru)
UGEL	Local Education Department (Peru)
UNICEF	United Nation Funds for Children
USDOL	United State Department of Labour
VCPF	Vietnam Committee for Population, Families and Children
VCWU	Vietnam Central Women's Union
WFCL	Worst Forms of Child Labour

## EXECUTIVE SUMMARY

The APEC project is considered an innovative undertaking of ILO-IPEC as it capitalized on existing global and/or regional forum. The project implemented its activities in 6 APEC economies including Mexico, Peru, Indonesia, Philippines, Thailand and Vietnam. Based on the positive experience of the project phase I, the USDOL provided additional support to continue the project. The addendum was made to the project document developed in 2001 to extend the project duration and to outline a framework for the second phase of the project which is the focus of this evaluation. Technically this was not a second phase of the project as such but the addendum to the first phase as no new project document was prepared. However, for easy reference the evaluation refers to the part of the project that has been the attention of this evaluation as second phase or APEC project phase II. From the 9 outputs that the project has to deliver, this evaluation will give more focus on the two additional outputs – Output 1.4, Output 1.5. (from I/O 1) and Output 2.4 (I/O 2) which are the three additional outputs for the Phase II.

The purpose of the evaluation was to examine the extent to which the project has achieved its objectives as well as to assess the appropriateness of the project design, the effectiveness and efficiency of project implementation and to document lessons learnt and emerging good practices. The evaluation methodology included a review of project documents, progress reports, materials produced and other relevant documents. The evaluation team participated in a Inter-regional workshop held in Jakarta, Indonesia during August 8-10, 2006. The presentations, group exercises, and panel discussions during the workshop provided useful information for the evaluation. However it was rather difficult for the evaluators to have sufficient time to interview key project stakeholders within those three days. The evaluators had to find time whenever possible during breakfast, lunch, and coffee-break or evening after the workshop ended on each day to discuss with key stakeholders. The evaluators were also more of observers in the workshop which makes the evaluation fairly heavily dependent on a desk review of written reports.

Overall, it can be concluded that the project has commendable achievements. Most countries' achievements are significant (though attribution is an issue) and the project's contribution has helped the countries to achieve those results faster. However, the strategy to exploit APEC structure has not yet been fully effective. Although a progress has been made for the engagement of APEC at the regional level, more work need to be considered on how the project could be more effectively engage and influence the APEC local representatives.

As an add-on project with relatively meager budget (considering the coverage), the project design has been successful in supplementing country program both within IPEC (TBP projects of support etc) and beyond (EFA, MDG) and on the whole the project has shown a considerable effectiveness in choosing the most strategic target groups/ key persons.

Many lessons have been drawn from the experience both at the regional and country level, most notably are the value of alliance building, the importance of understanding APEC structure and mechanism, the necessity to communicate the same message, and in localizing the intervention so as to ensure sustainability.

Identified emerging good practices are the ACLAT award, the use of appreciative method and positive message of education against child labour during alliance building workshops. Lastly is the application of marketing principle in developing awareness raising materials as evident in Philippines, Vietnam & Peru.

It is recommended that ILO keeps the thrust going and continues to strengthen APEC partnerships in various ways. ILO should also explore new projects based on the experiences of this project, and it should also continue efforts to engage other key stakeholders including the media.

## I. BACKGROUND ON THE PROJECT AND ITS LOGIC

As mentioned in the evaluation report of the project Phase I, the APEC project is considered an innovative undertaking of ILO-IPEC as it capitalized on existing global and/or regional forum. The project implemented its activities in 6 APEC economies including Mexico, Peru, Indonesia, Philippines, Thailand and Vietnam. The implementation was supported by ILO Country Offices in 6 countries (Mexico, Peru, Indonesia, Philippines, Thailand, and Vietnam). This was the first of its kind that the activities were implemented in two continents (Asia and America) under one project.

Project duration for the first phase was from September 2001 to December 2003 and the project focused on building alliances to promote awareness and action in the participating countries on using education and training to combat the worst forms of child labour. This set the groundwork for a regional network within APEC to promote the sharing of good practices and lessons learned. The project duration and the budget of phase I were officially 33 months and US\$238,405, respectively.

Based on the positive experience of the project phase I, the USDOL provided additional support to continue the project. The addendum was made to the project document developed in 2001 to extend the project duration and to outline a framework for the second phase of the project which is the focus of this evaluation. Technically this was not a second phase of the project as such but the addendum to the first phase as no new project document was prepared. However, for easy reference the evaluation refers to the part of the project that has been the focus of this evaluation as second phase or APEC project phase II.

The initial addendum was made in June 2004 to increase the project budget by US\$ 500,000 and to increase the project duration for 24 months. Two more addenda were made to officially extend the project duration by 2 months and to increase the project budget by US\$ 100,000. In sum, the APEC project phase II has been implemented with a total budget of US\$ 600,000 with 26 months timeframe (1 July 2004 - 31 Aug 2006). The two month extension was made because the formal approval and transfer of funds took place only on 30<sup>th</sup> September 2004 and the project could not start until the formal approval. Another additional US\$ 100,000 was also later made available to the APEC project phase II through a transfer of funds from NEP/01/P50/USA (Nepal Time Bound Programme).

The Development objective for the second phase is to contribute to the increased public awareness and increased capacity for action in selected APEC economies on the importance of moving children out of hazardous work and into education. The project's immediate objectives are

- At the end of the project, alliances will be built and strengthened at the national and regional level against child labour and in favour of education.
- At the end of the project, key stakeholders will undertake relevant initiatives against child labour and in favour of education in the target countries.

Overall project management lied with a project manager who is the Child Labour and Education Specialist for ILO Regional Office for Asia and the Pacific located in Bangkok. Since the project covers two regions (Asia and America), the ILO-IPEC Head of Programme Support, Reporting and Resource Planning Section who has backstopped the project from IPEC Headquarters since phase I, also provided more direct support for the project activities in Mexico and Peru.



## II. PURPOSE, SCOPE AND METHODOLOGY OF THE EVALUATION

### 2.1 Type of Evaluation

This evaluation is considered an independent external final evaluation, which is managed by ILO-IPEC/DED. The evaluation team is external to the project and has no prior involvement in the implementation of the project. It fulfills the requirement in the project document and ILO evaluation procedures.

### 2.2 Purpose and Scope of Evaluation

The evaluation encompassed all project interventions of Phase II at country levels which included Action Programmes, Mini-Programmes if relevant and policy advocacy work aimed at strengthening alliance and action in using education and training to combat the worst forms of child labour at local, national and regional levels. The scope of evaluation thus focuses only on the design, implementation and achievements of project phase II.

The purpose of the evaluation was to examine the extent to which the project has achieved its objectives as well as to assess the appropriateness of the project design, the effectiveness and efficiency of project implementation and to document lessons learnt and emerging good practices.

### 2.3 Evaluation Methodology

#### 2.3.1 Methodology

The evaluation is based on the terms of reference (ToR) established for evaluation (Annex 1) and conducted by an evaluation team consisting of an external evaluator and the ILO Evaluation Officer based in ILO Regional Office in Bangkok.

The evaluation methodology included a review of project documents, progress reports, materials produced and other relevant documents. The evaluation team participated in a Inter-regional workshop held in Jakarta, Indonesia during August 8-10, 2006. The workshop provided opportunities for the evaluators to have more insights into the project and separate discussions with stakeholders. The preliminary findings were presented to the key stakeholders on the last day of the workshop to allow the key stakeholders especially the project managers and the project focal persons in all participating countries to verify the findings.

#### 2.3.2 Limitations

The evaluation exercise took place during the 3 days Inter-Regional workshop. The presentations, group exercises, and panel discussions during the workshop provided useful information for the evaluation. However it was rather difficult for the evaluators to have sufficient time to interview key project stakeholders within those three days. The evaluators had to find time whenever possible during breakfast, lunch, and coffee-break or evening after the workshop ended on each day to discuss with key stakeholders. It would have been better if proper time was allocated for the interview with stakeholders. Besides, the evaluators could not be proactive in the workshop as the workshop was designed with fixed agenda. The evaluators were thus more of observers in the workshop which makes the evaluation fairly heavily dependent on a desk review of written reports.

The current evaluation is focused only on the second phase of the project. However, the project overall has been implementing as an add-on project<sup>2</sup> and the second phase is clearly stated as addendum. As

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<sup>2</sup> The project was an “add-on” in all countries except Vietnam where the IPEC Country Programme had ended. At the regional level, activities were fully supported by the project.

such, the evaluation stands on a rather ambiguous ground – the second phase is officially only an addition from the first phase, but the evaluation can only refer to the current activities.

As add-on activities and budget, the evaluators have reservations and had made careful judgment about making claims on the project's impact. The evaluation thus tries to focus more on how best the project managed to inject its funds strategically and to what extent the add-on activities contribute to delivering outputs and/or partially contribute to outcome/impact within the larger existing projects or national frameworks of the participating countries.

### III. REVIEW OF IMPLEMENTATION

#### 3.1 Major Project Outputs and Activities

There are all together 9 outputs that the project had to deliver. Five outputs are under the first immediate objectives. There are as follows: -

- Output 1.1: Project Advisory Committee to build and/or strengthen national alliances against child labour and in support of education.
- Output 1.2: A regular communication network at the national and regional level
- Output 1.3: Bankground documents produced for economies
- **Output 1.4: Regional alliance consolidated**
- **Output 1.5: Good practices documents and shared within the regional alliance**

Another 4 outputs are under the second immediate objective which includes: -

- Output 2.1: Outreach and advocacy materials produced
- Output 2.2: Target groups made aware of the importance of moving children out of hazardous work and providing them with educational opportunities.
- Output 2.3: Thematic evaluation sub-report on skills training prepared as part of broader thematic evaluation on Education and Training and presented to alliances (*note: not relevant to this evaluation*)
- **Output 2.4; Awareness raising activities organized by national alliances to engage key stakeholders in policy development against child labour and in favour of education.**

The evaluation however will give more focus on Output 1.4, Output 1.5. and Output 2.4 which are the three additional outputs for the Phase II.

##### 3.1.1 Regional alliance consolidated (Output 1.4)

All the planned activities for this output were carried out including strengthen and maintain regional e-mail network through web site and other forms of communication; regional workshops organized; activities organized to engage APEC as a regional body and APEC focal points at national level.

At the end of APEC project phase I, the regional communication network and alliance between the participating countries were loosely set up via group e-mail communication, however it is not clear whether this email group still active today. The regional planning workshop organized at the beginning of phase II and the regional workshop to share lessons learnt and experience among IPEC staff and partners of participating countries at the end of the project provided good opportunities for participants to exchange ideas and views and learn from each other.

In terms of engaging the APEC, compare to phase I, it can be said that at the regional level, the project made a big step forward as the project managers were invited to participate in the APEC HRDWG meeting in Thailand (22 June 2005) and in Vietnam (24 May 2006), respectively. This was made possible through the help of Dr Chira Hongladarom, Lead Shepherd, APEC HRDWG, and Mr.Christopher Watson, Office of International Organization of the Bureau of International Labour Affairs in USDOL and Labour and Social Protection Network Coordinator of the APEC HRDWG.

At the country level, in general the project managed to better engage the local APEC representatives when compare to APEC phase I but the progress seems less than one would have hope for and the extent of relationship between IPEC and APEC varies from country to country. In Thailand, a local APEC representative has been actively engaged with the project and always participated in all the meetings that the project organized but it's not clear to what extent she has managed to mainstream or to bring the issues of CL and education further to influence her other APEC counterparts. In the Philippines, the effort was made to engage the local APEC representatives at the start of phase II but

the person has been promoted which made relationship with the link to APEC came to a pause. In Vietnam, the project managed to engage a very high ranking official who has been appointed as APEC focal point but not much tangible results happen due to this linkage with the APEC focal person. It is felt that some sort of further work with clear focused strategy (how to and perhaps a concrete milestone should be set in order to see a more tangible progress to be made over time) is needed to continue the efforts. More analysis on this issue is in section V.

### **3.1.2 Good practices documented and shared within the regional alliance (Output 1.5)**

Numbers of project publications and research reports and good practices have been produced both at the regional level and country level as originally envisaged. They are being shared through the project website that was launched in April 2006. Though it was launched only six month before the end of the project it is a useful site for general public and key stakeholders to access relevant information. It contains not only relevant project information but also other relevant information (beyond the project's outputs) for example the good practices that are placed on the website are the global compendium of good practices of ILO-IPEC which use education to combat child labour which the APEC project has in part contributed to.

*Regional research on youth training and employment:* Part of the project's additional resource of US\$ 100,000 was used to finance a regional research and documentation on youth training and employment as a strategy against WFCL. The report is based on three national studies in Indonesia, the Philippines and Vietnam. This activity responded to the demand expressed by APEC HRDWG participants in June 2005 at their annual meeting to this emerging field.

### **3.1.3 Awareness raising activities organized by national alliances to engage key stakeholders in policy development against child labour and in favour of education (Output 2.4)**

The APEC project phase II managed to engage and raise awareness to many key stakeholders. Key stakeholders differ slightly from country to country as shown in table below. Ideally each country should focus more on those groups that have the most influence on policy dialogue/change. However in practice, this depends and not necessarily the case for example, Ministry of education is one of the most obvious key stakeholders for the project to engage, but due to the ILO mandate, ministry of education is not the traditional official counterpart of the ILO. The country coordinators thus used various channels to get to the Ministry of Education or in the case of Mexico through other UN agencies e.g. UNICEF to engage the ministry of education.

	<b>Direct Recipients/ implementing agencies</b>	<b>Direct Beneficiaries</b>	<b>Other strategic alliance</b>
<b>Mexico</b>	<ul style="list-style-type: none"> <li>• Training units of two main workers Unions (CTM and CROC)</li> <li>• Dept. of Equity and Gender; Min. of Labour</li> </ul>	<ul style="list-style-type: none"> <li>• Working children in Mexico</li> </ul>	UNICEF (through UNICEF, the project will in the future be able to extend its activities to the education sector – Ministry of Education)
<b>Peru</b>	<ul style="list-style-type: none"> <li>• Political candidates</li> <li>• Media</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Working children in Peru, especially San Isidro and Callao (financial districts)</li> <li>• Authorities from social Ministries, special committees from Congress and Defensoría and Watchmen (Municipal Police)</li> </ul>	<ul style="list-style-type: none"> <li>- APEC Peru (Ministry of Foreign Relations)</li> <li>- Ministry of Education</li> <li>- Local authorities and municipalities</li> <li>- Private sector</li> <li>- DFID UK</li> <li>- ADRA Peru</li> <li>- Teachers' Union (SUTEP)</li> </ul>
<b>Indonesia</b>	<ul style="list-style-type: none"> <li>• National teachers' union (PGRI)</li> <li>• Provincial and District Action Committees on WFCL</li> <li>• Local Education councils</li> </ul>	<ul style="list-style-type: none"> <li>• Working children in Indonesia</li> </ul>	– Ministry of Education
<b>Philippines</b>	CLETF -National alliance <sup>3</sup>	<ul style="list-style-type: none"> <li>• Working children in the Philippines</li> </ul>	<ul style="list-style-type: none"> <li>- Ministry of Education</li> </ul> <p>Other newly engaged agencies:</p> <ul style="list-style-type: none"> <li>- Provincial Social Welfare and Development office (PSWDO)</li> <li>- Provincial Planning Development Office (PPDO)</li> <li>- Department of Interior and Local Government (DILG)</li> <li>- Philippines National Police (PNP)</li> <li>- Philippines Information Office (PIO)</li> <li>- Sarmiento Foundation –NGO</li> <li>- ABK Education Initiative (World Vision, ERDA, Christian Children's Fund, Plan International)</li> </ul>
<b>Thailand</b>	<ul style="list-style-type: none"> <li>• The Office of Education Council (OEC)</li> <li>• The National Council for Youth Development (NCYD)</li> </ul>	<ul style="list-style-type: none"> <li>• Migrant and stateless children</li> <li>• Hill tribe children in Northern Thailand</li> </ul>	<ul style="list-style-type: none"> <li>- Ministry of Education</li> </ul>
<b>Vietnam</b>	<ul style="list-style-type: none"> <li>• National Institute for Education Strategy and Curriculum Development of the Min. of Education and Training.</li> </ul>	<ul style="list-style-type: none"> <li>• Children at risk of child labour</li> </ul>	<ul style="list-style-type: none"> <li>- Ministry of Education</li> <li>- Teachers</li> <li>- Ministry of Labour, Invalids and Social Affairs, General Vocational Training Department of MOLISA</li> <li>- Women's Union and Pioneer Council Leaders</li> </ul>

<sup>3</sup> include the Department of Labour & Employment and Education, Alliance of Concerned Teachers (ACT), Employers' Confederation of the Philippines (ECOP), Education and Research Development Association Foundation (ERDA) and Children's Laboratory for Drama in Education Foundation.

## 3.2 Country Level Accomplishment

This session summarizes lists of major progress/ accomplishments made at the country level which include outputs and major activities that were delivered and implemented as reported by the project.

### 3.2.1 Mexico's Major Accomplishments

- The ministry of labour, Revolutionary Confederation of Peasants of Mexico (CROC), Workers' Confederation of Mexico (CTM), UNICEF, and the ILO collaborated on the production, dissemination and follow-up of the campaign under the slogan "Stop to Child Labour. Playing and studying are our rights."
- CTM and CROC have already taken initiative in inviting the Ministry of Labour to sign a Memorandum of Understanding with the ILO on the Elimination of Child Labour and to set up a tripartite National Commission on Child Labour that eventually might lead to a ratification of C. 138 on Minimum Age.
- CTM and CROC have developed awareness raising campaigns and training on elimination of WFCL as part of their institutional programmes. CTM convinced an important passenger transport company, Omnibus de México, to disseminate a video against commercial sexual exploitation of children in their autobuses before starting the usual entertainment videos. However, this commitment needs to be monitored though it demonstrated a considerable level of achievement (that the project managed to convince the transport company).
- Unions are developing activities against child labour by its own (Theater show against children exploitation, sensitized sessions on the importance of combating child labour)

Immediate Objectives	outputs/ outcome level
<b><u>IO1: Awareness raising amongst workers organizations</u></b>	
<b>1. Installation of an advisory task force</b> <ul style="list-style-type: none"> <li>• Preparatory meetings in order to create the committee</li> <li>• Design of an awareness raising project document (logical framework and work plan) for the implementing period</li> <li>• Elaboration of a follow-up and evaluation matrix</li> </ul>	<ul style="list-style-type: none"> <li>√ Working group established. CTM, CROC, STPS, UNICEF and ILO assist in meetings twice a month in order to design, develop and monitor all project activities jointly.</li> <li>√ leader of CROC &amp; CTM sensitized on the issues of child labour and education</li> <li>√ National UNION seminar on Workers organizations and the fight against the worst forms of child labour (34 participants)</li> </ul>
<b>2. Training of trainers programme</b> <ul style="list-style-type: none"> <li>• Design and elaborate a training schedule and training guide</li> <li>• Organize training sessions for trainers</li> <li>• Production of training materials</li> <li>• Validation of training methodology</li> </ul>	<p><b>Result:</b> UNION ACTION PLAN Against Child Labor.</p> <ul style="list-style-type: none"> <li>√ UNION Internal Meeting on Legislative matters about child labour (18 participants)</li> </ul> <p><b>Results:</b> High interest to deal child labor topic into UNIONS legal matters. Organize a legislative forum with Unions.</p>
<b>3. Information sessions for workers organizations</b> <ul style="list-style-type: none"> <li>• Design and elaborate a work plan with CTM and CROC</li> <li>• Prepare and held sessions</li> <li>• Production of information materials</li> </ul>	<ul style="list-style-type: none"> <li>√ National Union Workshop: Training of trainers on Gender, education an child labor (45 participants)</li> </ul> <p><b>Result:</b> revision of the training guide that is now treated as a reference for awareness raising sessions for workers and union leaders on the state level (but not yet fully developed as a training module and used to run a training as originally envisioned), around the five central topics of the guide: 1) Knowing child labour, 2) Understanding child labour, with special emphasis on gender roles, 3) Investigating about child labour, 4) Designing actions to combat child labour, 5) Going</p>

Immediate Objectives	outputs/ outcome level
	to action – Didactic and educative tools
<b><u>I/O 2: Incorporation of child labour into institutional agenda</u></b>  <b>4. Union declaration against child labour</b> <ul style="list-style-type: none"> <li>• Arrange preparatory meetings for the elaboration of institutional plans</li> <li>• Advocacy sessions to incorporate the topic into union agenda</li> <li>• Organization of a forum to discuss child labour</li> </ul> <b>5. Awareness raising campaign</b> <ul style="list-style-type: none"> <li>• Design of dissemination materials (posters, flyers, etc.)</li> <li>• Production of materials</li> <li>• Elaboration of dissemination list and calendar</li> <li>• Distribution of campaign materials</li> </ul>	<b>Union National Campaign under the slogan: “Stop to Child Labour” Play and Study are our rights.</b> Triptics UNION Actions Plan (10,000) Botoms (5,000) Labels (5,000) Posters (5,000) Calendars (5,000)  All the activities carried out during 2005 year had the final closed with the Press Release to Launch the Campaign, on November 30 <sup>th</sup> , date selected to commemorate the Adoption of ILO Convention 182 and the CRC.

### 3.2.2 Peru’s Major Accomplishments

Over half of the problem of child labour in Peru is in the urban areas. San Isidro, a major financial district has the highest percentage of children working on the streets with very low access to education and mostly from poor families. These children come from the municipality of Callao. Municipal action guides, a web site, video, posters, brochures have been produced to support activities in these pilot sites as well as across the country. There was also media coverage. The main message delivered through the Peruvian activities has been on how child labour sustains poverty and education promotes development.

Local authorities and municipalities including the private sector have been motivated to invest in education to combat child labour in the pilot sites of San Isidro and Callao. This included an innovative visual community based campaign through the dissemination of a video by the Peruvian Cinema Association. There was a gathering and training of media in cooperation with APEC Peru in October 2005. Teachers from San Isidro and Callao were trained on how to make education attractive to these children in the evening schools where many of these children are going to while they work. SCREAM has been used as a means of integrating these children into full-time formal schooling or skills training. Finally, there was a major forum organized with the country’s political parties to motivate them to place the elimination of WFCL and the promotion of education high on their agendas. The table below explains in more details of outputs produced and activities implemented as presented during the Jakarta workshop.

<b>Political decision makers were engaged and awareness raised to be aware of the problem</b>	
<b>‘Planned activities’</b>	<b>Outputs</b>
1. 34 Working roundtables with political decision makers by sectors.	60 Opinion leaders, communicators and decision makers for public policies were sensitised and oriented in public policies, special education and CL issues, and they included the issues in their speeches to the public.
2. Conference with presidential and congress candidates from the most representative political parties: APRA, Unidad Nacional, UPP, Accion Popular and Independents.	Meetings with politicians as well as presidential and congress candidates were performed, taking advantage of the pre-electoral scenario in front of 100 attendants from NGO, government, agencies, Education task Force, National Committee representatives, etc. (including some new partners i.e. DFID, and San Isidro City Hall)
3. Systematisation of each activity (printed and video)*	01 systematisation report and video. A useful sensitisation and comprehensive reference or guide for other projects in execution (like ADRA or DFID). *
4. Training Teachers and leaders from SUTEP through 4 workshops (included an experimental lessons)	630 teachers from 4 schools with high presence of child labour were sensitised and trained in alliance with ADRA-DFID. Teachers have tools to alert parents and the children in favour of education.
5. Workshops for communicators and marketing areas (in charge of image and social responsibility -San Isidro Town Hall)	02 workshops to 50 communicators and 18 employers-businessmen who were stimulated with qualified practice information to focus their work to invest their social responsibility project on education i.e. Aji-No-Moto, Nestle, Microsoft Fund., etc.
6. It was considered in the colloquial Campaign the design of spots, posters, publications of different materials for general public with simple ideas.*	There were a poster, a two-page brochure, a basic guide to municipal officers, press notes and 2 video formats to disseminate information related CL and alert on its risk. Part of this material was transferred for a distance training course of ADRA to 400 teachers from all the country.
<b>Motivation and education material produced</b>	
<b>‘Planned activities’</b>	<b>Outputs</b>
Preparation and dissemination of a sensitising video (14") and a mini spot (8") on Soccer World Cup.	Citizens were noticed through specific campaigns (spots, posters, radio mottos, workshops, and performed a video (14 minutes) connected for the first time drop out with the economical effect and another spot material were used by No-CL Day.
Create and maintain a WEB site for the project	1 active website <a href="http://www.proteccionydesarrollo.org">www.proteccionydesarrollo.org</a> with display information for general public and presentation, legal text and ppt for trained people.
Elaboration and dissemination of education and training materials to municipal officers and teachers.	1,000 samples of files, posters, three-page brochure, pens, informative brochures and municipal guide (the first tool to face CL from municipal sector with basic and legal information, skills, ILO conventions, methods, etc.)

### 3.2.3 Indonesia's Major Accomplishments

To a large extent, the APEC Indonesia's country achievements have to be attributed to the IPEC TBP project of support to Indonesia national time-bound programme as activities under the APEC project were designed to fill a specific gap of IPEC TBP project (a lack of budget to support education linkage). Within the framework of the national time-bound programme to eliminate WFCL (TBP), the

\* Further clarification is needed before these assertions may be fully accepted by the evaluators.



project has made stronger the linkages between the Provincial and District Action committees on the WFCL and the local Education councils. The outcomes of project also include:

- Contribution to the increased GOI commitment to nine years basic education - new schemes to remove education fees and to promote access to education in rural areas
- Contribution to the improved non –formal education approaches for tackling child labour
- The research studies have been used as references for many programs and new policy development
- The teachers union, PGRI, actively involved and keen to support efforts to prevent child labour through increasing access to basic education

The main activities and outputs produced are illustrated in the table below.

'Planned activities'	Outputs
Consolidating alliances on child labour and education through national planning board seminar involving all key ministries, social partners and NGOs	A seminar was attended by 98 participants from various government/ non government agencies
Linkages built between provincial/district action committees on WFCL and local education councils in 6 provinces	6 workshops were conducted (Sukabumi, Bogor, Tasikmalaya – all in West Java, Medan/N.Sumatra, Tanah Grogot/E. Kalimantan, Banyuwangi/E. Java), altogether attended more 200 participants from local government offices, committees & NGO
PGRI an education international event	A two-day workshop was attended by 45 participants to build common understanding on the role of teacher's union in the combat against child labour
Awareness raising To produce and distribute simple short leaflet contain key awareness raising messages on child labor and education • The leaflet launch will be accompanied by press briefing in the targeted areas • To have a PSA announcement on child labor screened by a major television channel	Radio talk shows e.g. on the role of teachers in tackling the issues of child labour  A number of mass media coverage on child labour & education: - Around the PGRI workshop - Around the Bappenas seminar - <i>Press Conference of the World Day against Child Labour "The Impact of Early Drop Out and Child Labour, 12 June 2006"</i> Around 23 journalists from national and international media (electronic and print) attended and covered the launch of new findings on impact of early drop out and child labour. Six radio stations covered the event: <i>Sonora, Voice of Human Right (VHR), Smart FM, Pass FM, I-Radio and RamakoFM</i> ; covered by six TV stations: <i>SCTV, JakTV, TPI, Star ANTV, Global TV, and TV 7</i> .
Ongoing media and awareness raising campaign in targeted areas A follow up media campaign focusing on education/child labor and the need for children to stay in school. • Key themes will be identified on the basis of the results of the survey on attitudes and knowledge	PSA by SMART FM radio: on child labour and education opportunity  Ongoing process of printing poster on education and child labour (cooperation with MoNE, funded by APEC & TBP) – at printing stage waiting for MoNE logo to be included in the poster.
Consultancy support on child labour/youth employment linkage	A study on "Indonesia Youth Labour Market and the Impact of Early School Drop-Out and Child Labour on Work and Life Experience " and a study on "Youth Vocational Training in Indonesia" were completed.

### 3.2.4 Philippines' Major Accomplishments

Similar to Indonesia, to a large extent, the achievement of the Philippines has to be attributed to the Philippines ILO-IPEC TBP programme and the active partners in the Philippines. The activities have been successful largely due to the localization of the national alliances (i.e. Child Labour and Education Task Force – CLETF) during the phase I of activities.

Immediate objectives	output/outcome level
<p>1. Increasing awareness of national and local alliances as well as key stakeholders on Time-Bound Education Agenda and EFA Plan 2015 in order to motivate them to take concrete individual and collective actions against child labor and in favour of education.</p>	<ul style="list-style-type: none"> <li>• A total of 750 copies of Time-bound education agenda had been fully disseminated through the local task forces and other alliances, the Regional and district Offices of the Department of Education within the PTBP areas, the Teachers' Groups of Luzon, Visayas and Mindanao who are serving duties in the Philippine Time-Bound Programme (PTBP) areas as well as the Employers Group under ECOP. The annotated agenda sought to update both the Education – Sub group (National Child Labour and Education Task force) and the local task forces as to how far the items in the agenda are / were achieved over the past two (2) years. By the doing so, the CLETfs are able to re-align efforts for future actions.</li> <li>• At least 3 chapters of ACT oriented, sensitized and trained on creative and innovative teaching methods responsive to child labor concerns using contextualized education and communication materials based from the SCREAM Package.</li> <li>• At least 200 copies of EFA 2015 disseminated to ACT's local chapters and other school teachers/managers.</li> <li>• 24 colleges and universities have been reached by conduct of the pre-service training and have been mobilized to promote and pursue the Time Bound Education Agenda,</li> <li>• Approximately 3,000 students across the major colleges and universities in the PTBP areas have participated in orientation programmes on child labor and education.</li> <li>• The colleges and universities reached during the pre-service forum have since been invited to the local CLETf and are now active in the areas of research and outreach, i.e. University of Mindanao, University of Cebu, and Mabini college in Camarines Norte.</li> <li>• Through appreciative methodology, the conduct of the 2<sup>nd</sup> national consultative and assessment workshop resulted to the binding of development actors into one solid critical mass rather than a fragmented whole with renewed commitment to intensify efforts to help eliminated child labor.</li> <li>• Advocacy materials such as audio-visual presentation (AVP) featuring national and local endorsement of the PTBP, television advertisements on the elimination of the six worst forms of child labor covered by the PTBP in one of the country's premier networks, posters, street theatre script and other communication media such as on-line games produced in partnership with advertising giant, Dolye Dane Bernbach (DBB) – their services free of charge.</li> <li>• Seven (7 ) deserving teachers from the eight provinces covered by the PTBP given the "Anti-Child Labor Award for Teachers or ACLAT" in recognition of their valuable pioneering efforts in alternative education focused to children with special needs and children in difficult circumstances during the launching of the ACLAT Award ( May 2006)</li> </ul>
<p>2. Strengthening and maximizing the capabilities of national and local alliances on child labor as well as consolidating their education program and policy advocacy efforts for wider reach and greater impact.</p>	<ul style="list-style-type: none"> <li>• Eight (8) provincial alliances, (2) regional alliances, (19) city/municipal task forces organized and trained. Of these alliances, the following were done: <ul style="list-style-type: none"> <li>- Activation and engagement of BCPCs</li> <li>- Formulation of work plans anchored on the Time Bound education Agenda.</li> <li>- Generation of local legislation, policies local funds specific to child labor intervention</li> <li>- Engagement of local structures and parents</li> <li>- Engagement of teachers and school administrators towards the universal inclusion of children laborer in the school system</li> <li>- Insertion of the plan of the task forces in the local development agenda particularly that of the Municipal Development Councils and in the Regional Development Councils (Region VI)</li> </ul> </li> <li>• Child labor and education task forces mainstreamed into the service mechanisms and consciousness of the Department of Education, Regional, City and Provincial leadership.</li> <li>• Regional Child Labor Education Task Forces was formed and organized using the City/Provincial/Municipal Task forces as the mass base.</li> <li>• Conducted training of teachers on policy advocacy in Manila and Mindanao towards creative and innovative teaching methods responsive to child labour concerns using SCREAM as main resource materials.</li> </ul>
<p>3. Mainstreaming of the development policy, programs and work plans of concerned agencies, business groups and APEC-HRD TWG the child labor and education concerns.</p>	<ul style="list-style-type: none"> <li>• Inclusion of child labor as one the prioritized target sectors under the Formal Education component of the Philippines EFA Plan 2015 (curriculum dev't - pilot)</li> <li>• ESG has drafted a Department Order</li> <li>• Various local ordinances and local budget support to child labor and education had been generated through constructive engagement with LGUs in target areas</li> <li>• Employers and Chamber of Commerce and Industry (Negros Occidental and Bulacan were oriented and sensitized on child labor issues.</li> <li>• Educational support for child laborers advocated to interested business groups/ sector for mainstreaming in their Corporate Social Responsibility.</li> </ul>

### 3.2.5 Thailand's Major Accomplishments

There was no concrete country framework identified for the Thai component, the activities chosen to be implemented in Thailand fall within a very broad national agenda (of which high priority is given to the vulnerable groups particularly the migrant children). Despite no clear country framework, APEC Thailand capitalized well on the existing work of a large national NGO (NCYD) and it also chose to study on education opportunities for migrants and stateless children which was carried out by ONEC.

Immediate Objectives	Outputs
<b>NYCD</b>	
The creation of lessons - learned and model for the development of self - employment skills for children vulnerable to WFCL through local economy and community market mechanisms	<p>Knowledge on personal, social, educational and vocational needs of children vulnerable to WFCL; specific curriculum on career / self employment career development; 53 teacher catalysts in 8 schools and 621 students in 8 schools equipped with self realization skills and career perspective as well as enhanced analytical thinking and proper decision – making skills .</p> <p>An additional exchange workshop with another ILO/IPEC project working with children vulnerable to trafficking in 6 schools in Chiangrai was organized resulting in extensive exchange of ideas, knowledge and experiences between beneficiaries of the 2 projects, as well as representatives from related agencies at national and local levels. The highlight of the workshop was the formation of strategic recommendations to be submitted to the Ministry of Education for further actions on learning and career development process for children vulnerable to WFCL.</p>
<b>ONEC</b>	
To find problems causing lack of educational opportunity and early school dropout of migrant and stateless children	<ul style="list-style-type: none"> <li>- Problems identified</li> <li>- Research study on "Education Opportunity of Migrant and Stateless Children in Samut Sakhon" conducted</li> <li>- Stakeholder workshops to review terms of research and report findings; national workshop to share findings of the NCYD activities as well as disseminate the findings of the report.</li> </ul>
To suggest policy recommendations to promote educational opportunity of these children	A set of recommendations proposed

### 3.2.6 Vietnam's Major Accomplishments

The focus of the Vietnam component is within the country framework of Universalization of Lower Secondary Education (ULSE) and all planned activities have been completed.

Immediate Objectives	Outputs
1. Promoting universalization of lower secondary education for child labour and children at risk of child labour through policy development;	<ul style="list-style-type: none"> <li>• A comprehensive report on identification of main constraints/obstacles of Universalization of Lower Secondary Education (ULSE) and recommendations for policy development to improve the access of disadvantaged children and child labour to LSE has been compiled and finalized.</li> <li>• A two-day National Workshop to disseminate research findings and consolidate recommendations for ULSE policy development was conducted with the participation of educational policy makers, legal experts, MOET, MOLISA, CPFC, mass organizations, mass media, international organizations and NGOs, and other concerned agencies, and of educational leaders/representatives of 10 provinces and cities, including the 5 researched provinces/cities in Vietnam.</li> </ul>
2. Building capacity for teachers, especially teachers of universalisation of lower secondary education;	<ul style="list-style-type: none"> <li>• 1,000 copies of the Guidebook on teaching methods at Non-formal Lower Secondary Education (NF LSE) has been printed and disseminated among the teachers nationwide; The Guidebook contained various participatory teaching methods and skills, the applicable principle, strengths and weaknesses of each methods, and how to the best apply each method etc.</li> <li>• 500 sets of Video on demonstrating different student-centered teaching methods introduced in the Guidebook has been developed and distributed, in conjunction with the Guidebook, to teachers of LSE nationwide;</li> <li>• Five three-day training courses for 150 teachers of LSE in 5 cities/provinces of Hanoi, Long An, Lao Cai, Hue and Dac Lac on the application of the Teachers' Guidebook have been conducted</li> </ul>
3. Advocacy and awareness raising for the prevention and elimination of the worst forms of child labour and providing educational opportunities, and promoting for children participation in combating child labour;	<ul style="list-style-type: none"> <li>• The main issues on CL have been identified, and a plan for advocacy and awareness raising to combat child labour in the period of 2006-2010 has been developed as a result of a two-day National workshop on strengthening advocacy and awareness raising on the prevention and elimination of child labour conducted for over 80 officials, including mass media, policy makers and officials of government ministries/agencies, employers' and workers' organisations, NGOs, social mass organizations from the central and representing provinces and cities;</li> <li>• 500 copies of adapted SCREAM Pack has been printed and used as one of the tools to Stop Child Labour;</li> <li>• 28 participants representing for 8 provinces and cities have participated in a five-day TOT on application and utilization of the adapted SCREAM Pack;</li> <li>• Replicated trainings on SCREAM, and advocacy and awareness raising activities, such as drama performance, stories telling etc. have been conducted in the five project sites for thousands of teachers, inside and outside school children, parents, community people, and govt. officials.</li> </ul>
4. Creating a knowledge base on the current situation, opportunities and challenges regarding the vocational training and employment for the group of young people aged 15-17	<ul style="list-style-type: none"> <li>• A comprehensive and qualified national report in the English and Vietnamese languages on situational analyses of vocational/skills training and employment for young people aged 15-17 in Vietnam has been compiled and disseminated.</li> <li>• A National workshop for policy and decision makers, researchers, concerned officials of government organizations/agencies, international and local non-governmental organisations, workers' and employers', UN and other international agencies, and concerned representatives of Northern, Central and South provinces/cities of Vietnam, and other concerned bodies has been conducted.</li> </ul>

### **3.3 Management Arrangement**

Enthusiasm and diligence of project manager is commendable and it seems to be one of success factor of this project. Project manager at country level are also dedicated individual. More importantly, a commendable aspect of the management of this project both at country and national level is their ability to hook this project into the right channel (national agenda/initiatives), therefore as an add-on project it could show some substantial results despite the problematic claims of success (due to meager contribution of this project).

Generally the project implementing partners are reliable and capable though there are also some concerns for example in Indonesia, PGRI structure at the national, provincial and district level does not necessarily synchronize. In Mexico, it seems that the partners needed a lot of technical assistance.

## VI. MAJOR FINDINGS

This chapter deals with the performance of the project at regional and country levels by addressing their relevance, effectiveness, degree of achievements, efficiency, unanticipated effects, and sustainability, respectively.

### 4.1 RELEVANCE AND PROJECT DESIGN

#### 4.1.1 Relevance and Strategic Fit of the Project

The project is relevant both to the country needs and potentially strategic but the design is somewhat uncommon. The project regional objectives/outputs are designed to be rather broad. Understandably the need of the broad objectives as it allows flexibility for the participating country to adjust its strategies to fit with the country context. However, it is quite hard to provide a consolidated picture. The strategies used to implementing the project activities differ in the 6 participating countries. Each participating country specified to certain extent their country framework objectives, strategies and the most appropriate target groups and key implementing partners dependent on their needs and feasibility.

At the country level, specific country frameworks, though not in a concrete log-frame form, exists for Peru, Mexico, and Vietnam. In Indonesia, the APEC project was designed to fill a specific gaps of IPEC TBP project (a lack of budget to support education linkage), therefore the design and process of implementation of the APEC phase II in Indonesia is considered strategic and valuable. The Philippines adopted regional framework as its country framework and mostly work has continued from Phase I and had been well coordinated with the existing TBP project. The work in Thailand seems lacking coherence and continuity from phase I but it fit with the county context and are still within the framework of the APEC project.

Country	Related country context (1)	APEC project was delivered within the framework of existing IPEC projects (2)	APEC project National level activities (3)	Strategic fit of (3) vis-à-vis (1), and (2)?
<b>Mexico</b>	<ul style="list-style-type: none"> <li>Strong influence of trade unions</li> <li>No linkage to Min. of education</li> <li>UNICEF is active in the education</li> </ul>	To some extent – IPEC project on CSEC in Mexico	<ul style="list-style-type: none"> <li>Working with trade and teacher unions to combat WFCL and promote education opportunity</li> </ul>	<b>Yes.</b>
<b>Peru</b>	<ul style="list-style-type: none"> <li>Strong political polarization</li> <li>Child labour is more prevalent in the city (in terms of absolute numbers)</li> <li>Media has been actively engaged since phase I</li> </ul>	No (though there is one existing project in Peru as part of sub-regional project on combating commercial sexual exploitation on children but APEC phase II project did not work with such sub-regional project)	<ul style="list-style-type: none"> <li>Organizing awareness raising and training programmes for the local authorities, teachers and other key stakeholders on the risks of WFCL and importance of education with a focus on street working children who are among the most vulnerable.</li> </ul>	<b>To some extent but</b> the APEC project did not work with the existing IPEC project in Peru. It's not clear of the reasons.
<b>Indonesia</b>	<ul style="list-style-type: none"> <li>Commitment of government to nine years compulsory basic education for all children</li> <li>Draft PRSP refers to the need both to tackle child labour and to improve basic education</li> </ul>	<ul style="list-style-type: none"> <li>ILO IPEC project of support to the Indonesian National Action Plan on Elimination of WFCL (TBP Indonesia)</li> </ul>	<ul style="list-style-type: none"> <li>Building linkages between Provincial and District Action Committees on the WFCL and Local Education Council as well as promoting youth training and employment as strategy against WFCL.</li> </ul>	<b>Yes.</b> The TBP Indonesia project has rather small budget allocated for education component.  The APEC project was strategic to provide support to TBP

Country	Related country context (1)	APEC project was delivered within the framework of existing IPEC projects (2)	APEC project National level activities (3)	Strategic fit of (3) vis-à-vis (1), and (2)?
	<ul style="list-style-type: none"> <li>BAPPENAS, the state planning body, is seeking to mainstream child labour and education in the national development plan.</li> </ul>			
<b>Philippines</b>	<ul style="list-style-type: none"> <li>Education sub-groups of the National Child Labour Committee is very active</li> <li>EFA Plan 2015</li> </ul>	<ul style="list-style-type: none"> <li>ILO-IPEC Support project to the Time-Bound Programme</li> </ul>	<ul style="list-style-type: none"> <li>Government, employers, workers and non-governmental organizations working together to ensure that educational sector planning and programmes reach working children at local and national levels.</li> </ul>	<b>Yes.</b>
<b>Thailand</b>	<ul style="list-style-type: none"> <li>Migrant children is one of the identified vulnerable groups to WFCL</li> </ul>	Mekong sub-regional project on child trafficking (TICW)	<ul style="list-style-type: none"> <li>Conducting research to feed into education policy reform on how and what kind of education and skills training can best reach out of school children who are vulnerable to WFCL. A research study on educational opportunity of migrants and stateless children in Samut sakhorn was conducted by OEC. Though the focus is still on migrants but the sector and geographical area were changed from what were identified in the planning meeting.</li> <li>NCYD</li> </ul>	<b>Yes to some extent but...</b>  The study carried out by OEC did not link at all to the work carried out by NCYD.
<b>Vietnam</b>	<ul style="list-style-type: none"> <li>Universalization of lower secondary education (ULSE) for children and young people below 18 years by 2010</li> <li>Up to Aug 2005, only 26 out of 64 provinces completed the ULSE programme.</li> <li>CL is a major obstacle to the ULSE in 2010.</li> </ul>	<ul style="list-style-type: none"> <li>ILO-IPEC country programme (until Dec. 2005)</li> </ul>	<ul style="list-style-type: none"> <li>Promoting ULSE to prevent school drop out and WFCL through teachers training and community based advocacy and awareness raising activities.</li> </ul>	<b>Yes.</b> APEC project phase II was well fit with the country context and has significantly contributed to the existing Vietnam country programme on child labour.

### 4.1.2 Overall Project Design

The project phase II somewhat followed the recommendations of the final evaluation of the phase I in trying to strengthen the linkages with APEC. However, the second phase is claimed as addendum to the first phase, though the PRODOC was amended quite substantially – the I/O and indicators were changed but the highlight was only on the additional outputs (1.4, 1.5 and 2.4). The activities proposed (and implemented) by each country are very much diversified which make it hard to consolidate the picture as mentioned earlier. It was felt that activities undertaken in some countries may have been implemented on opportunistic basis rather than following the project plan. This may be a good thing as all good projects should always adapt their strategies to changing circumstances and opportunities that arose. But without a careful thought through of synergy of activities to be undertaken from the opportunistic approach, it may create a problem of lacking of coherence and coordination among agencies implementing the project activities in the country.

In addition, as an add-on project, it may be useful if the design of the add-on project adequately illustrates the whole picture within which the project activities embedded and what would have been clearly contributed. As it appeared, the PRODOCs and even the reports designed as usual as in a full-fledge project. Another consequence of such practice is the problem in attributing achievement beyond output levels.

The project phase II emphasized the active involvement of APEC structure which could then secure sustainability of the project message. However, such assumption requires thorough understanding on APEC mechanism and diligence in engaging APEC focal points – even at designing stage the project has failed to indicate the fulfillment of these requirements. Despite the fact that regional strategy included engagement of APEC focal points (and regional PRODOC has many activities plus 1 indicator of APEC involvement), Indonesia and Mexico for instance, did not include it as part of their 2<sup>nd</sup> phase proposed activities. It is therefore predicted that the role of APEC as originally envisioned will almost certainly be discontinued when the project ends. But due to the nature of the add-on activities of the project, there is a chance that the APEC member economies will continue to carry on the project message at rather slow pace. This is simply due to the fact the resources are limited and they have other priorities as well; so despite the commitment to education and child labour issues, they simply deal with it at their own pace which is slower than what the ILO through this project would have wanted.

Another observation is made on the focus of the project phase II that it seemed to change from raising awareness of general community at large (the focus of phase I in general except in the Philippines and Thailand) to raising awareness of policy makers vis a vis policy advocacy. This gives an impression that the project phase I had already satisfied with its achievement in raising community awareness although the extent to which behaviour of the wider community change still remain to be observed.

#### Design process

##### *Regional Planning meeting (Feb, 2005)*

Although the PRODOC and its addendum represented the broader vision, a project planning workshop was organized in February 2005 to start off the implementation and to consult with the stakeholders on the detailed activities at the country level. The meeting articulated the project framework in detail at regional and nation level. Each country focal points (ILO staff) later drafted a national project work plan/ framework that was endeavored to be in line with the regional framework. Representatives from countries e.g. APEC government focal points, officials of labour, education, foreign affairs and social development ministries, teachers' unions, employers organizations, civil society organizations participated in the regional planning workshop, but it is not clear to what extent that the similar consultation process took place at the country level.

### **4.1.3 Project Design at the Country Level**

Mostly the design of country level framework fits well with the country context and capitalize on the existing structures (IPEC projects and larger relevant national frameworks) however the actual country frameworks that guided the country implementation do not necessary reflect or be in consistent with the planned frameworks that were developed during the regional planning workshop in BKK with exceptions of Mexico's and Philippines'.

**Mexico:** Evidences suggest that the Mexico programme has been consistent in terms of its planning (resulted from the Bangkok regional workshop), its implementation and reporting against the planned objectives, outputs, activities etc.. This indicates a solid planning and implementation on the basis of sound assessment of the national context. However, sustainability will remain to be seen as the level of commitment of CTM & CROC to continue activities (as well as to monitor its own activity) is yet to be determined. Moreover, the strategic value of worker's organization in the combat against child labour also stands on a rather fragile ground; what can they do organizationally and individually to change the situation (due to informality of child labour setting), and how and to what extent can the union organizations act as a pressure group to change policy?

**Peru:** Although efforts have been made to provide a national framework for the Peru project, the project implementation as in the report is not so clear perhaps due to inconsistencies in the



presentation. Therefore coherence is also thwarted as somewhat different goals (specific objectives?) are stated and target group such as teachers are not directly included in the latest goal statement (assuming that teachers are expected to alert parents and children – a multiplier position rather than decision maker).

Table below shows some discrepancies on the objectives of the Peru's programme when citing the report of the Bangkok regional planning workshop and the objectives presented in the Jakarta's workshop.<sup>4</sup>

<b><i>Cited from Bangkok Planning workshop<sup>5</sup></i></b>	<b><i>Cited from Jakarta workshop<sup>6</sup></i></b>
<p>General Objective: At the end of the project the investment on childhood as tool to eradicate child labour on the streets and to promote economic development will be considered a key and it will be promoted (especially San Isidro and Callao).</p> <p>Specific Objectives:</p> <ul style="list-style-type: none"> <li>- At the end of the project, the authorities will be sensitized on the importance to invest on childhood;</li> <li>- Local teachers will have and use the methodology SCREAM for to apply in class;</li> <li>- Population and media will be sensitized and will reduces the customs voluntarily of hiring children or giving charities or begging because they understand the risk to stimulated child labour on Peruvian develop.</li> <li>- Municipalities and media will obtain a new "Good Practices" and intervention methodology to eradicate and prevent child labour on the streets.</li> </ul> <p>Output 1: Authorities, Municipalities, and local teachers are trained and carry out actions for prevent and to eradicate CL on streets because they understand that this affects Peruvian develop.</p> <p>Output 2: Population have a new perspective about risk of child labour, basis on technical information.</p>	<p>Goal 1: to promote that decision makers be aware of the problem of child labour and seek solutions in public policy.</p> <p>Goal 2: to sensitize the media as strategic partners</p> <p>Goal 3: to diffuse relevant information regarding the current situation of children, as well as the importance of promoting their education and development to ensure the country's economic development</p>

**Indonesia:** the Indonesia programme's immediate objective quoted from Jakarta workshop is ***"to increase public awareness and capacity for action to combat child labour through alliance building at national and provincial level against WFCL and in favor of education and promoting engagement of communities on the issue"***. Though the immediate objective was not well established during the BKK planning workshop, it is solidly built upon the national agenda and infrastructure; therefore the sustainability of the achievements can be expected.

Indonesia's objective appears to be quite ambitious as far as public awareness, capacity and the engagement of communities are concerned. It should have been stated clearly of which larger framework and goals that it will contribute to reflect its add-on nature. For example it could have been stated as "to contributing to the national agenda on EFA and the National Plan of Action for the elimination of WFCL through supports for national/provincial/district alliances and teacher union".

**Philippines:** By comparing the Bangkok planning workshop (p.23-25) and the presentation in Jakarta workshop: consistency is indicated, the logic of Philippines objectives and corresponding activities implemented are clear. The strategy is sound, relevant, and coherent. The achievements may be expected to be sustained mostly because they are well linked to the national agenda and infrastructure.

**Thailand:** Both Bangkok planning workshop report and the presentation during the Jakarta workshop did not provide a clear framework of Thailand project. The Bangkok report did not indicate clear

<sup>4</sup> The Peruvian project, on its presentation in Bangkok in 2005, was a draft project. After approval, the summary was adjusted in consultation with the local APEC focal person, IPEC and city hall consultants. This might explain the discrepancies with the Preuvian project as presented in Jakarta (2006).

<sup>5</sup> Cited from Bangkok Planning Workshop report, Appendix 3 Slide 3,6 & 7.

<sup>6</sup> Cited from Jakarta Evaluation Workshop, Slide 5 of Peru's presentation.

objectives, and similarly the presentation in Jakarta did not provide national framework for Thailand. It occurs to the evaluators citing from the Annex 3 of the Bangkok workshop report, the intention was to conduct studies on alternative processes for specific group of children prone to be child labour to access education and prevented from WFCL (groundwork) and the result will be used for upstream work. In reality, NCYD develops a model of life-skills education (which is only partially funded by APEC project) whilst ONEC conducts a study. Despite some explanation on the national background that actually justify the project, the APEC project in Thailand was carried out almost as two separate projects by NCYD and ONEC. Objectives were then only given at the action programme level but not at the country programme level.

**Vietnam:** the Vietnam project framework appears to be a little inconsistent between what was concluded at the planning workshop in BKK and the one presented at the Jakarta workshop. This could be due to the terminology problem in defining level of logic in the project framework. In addition, the country framework as stated in the Bangkok workshop's report, the output 1.2. (i.e. produce teaching method guidebook) does not show coherence with the respective objective (1) i.e. to promote policy development; and the output 2.1. (i.e. engagement of APEC focal point to influence policy) does not show coherence with the respective objective (2) i.e. to document and share good practices.

#### 4.1.4 Target groups and alliances

Target groups vary largely by countries but this is understandable as a consequence of country context (and also the available budget). The extent to which the project worked with the ILO tripartite partners also varies across the country. Mexico chose to focus its work almost entirely with the trade unions because it built upon other existing/ on-going activities of ILO with the trade unions. The Philippines' and Indonesia's trade unions and workers union were relatively active in taking part in the project but the engagement with social partners in Thailand and Vietnam is rather weak. Apparently the work with the tripartite partners was weak in Vietnam due to a lack of funds to organize any activities with them while in Thailand there seems to be some miscommunication and coordination problems.

By and large the project has shown a considerable effectiveness in choosing the most strategic target groups/ key persons. For instance, the inclusion of child labour criteria in the piloting of CCT in Indonesia is a direct result of engaging the current director of Manpower and Economic Analysis of BAPPENAS. One seminar only could influence or lead to an important policy.

The local APEC focal person is another obvious key stakeholder that each country should target. However, the implementation in some countries still faced with difficulties in engaging the local APEC persons e.g. Mexico, Indonesia, and the Philippines. APEC Mexico programme gave its focus to work with the workers union due to their strong political involvement. It's not clear why they did not manage to involve the local APEC focal person. In Indonesia, the IPEC coordinator managed to engage with local APEC education network focal person but not the focal person on labour protection network because the Ministry of Labor did not assign anyone to be the local APEC labour protection network focal person. In the Philippines, as earlier mentioned, there was initial engagement made to the APEC focal person but all the efforts went to no avail because the person was transferred to another job.

Interestingly in Peru, following from Phase I, the strategy was used to mobilize political candidates which is specific to Peruvian context because the political polarization is very high in Peru so the politicians were specifically targeted. In Peru, though the project managed to engage the APEC focal person but it appears that the person did not like to work with Trade unions, another key partners.

Several key stakeholders were mobilized by the project as shown in the table below.

Key stakeholders	ILO –IPEC/APEC project II Participating Countries						Regional
	Indonesia	Philippines	Thailand	Vietnam	Peru	Mexico	
<b>APEC</b>	Yes to a lesser extent	Yes to some extent	Yes	Yes	Yes	No	<b>Yes</b>
<b>Employers</b>	Yes	Yes	Very minimum	No	<b>Yes</b>	No	n/a
<b>Workers' and Teachers' unions</b>	Yes	Yes	No	No	Yes	<b>Yes</b>	n/a
<b>Ministry of Education</b>	<b>Yes</b>	<b>Yes</b>	Yes	<b>Yes</b>	Yes	No (not directly)	n/a
<b>Ministry of Labour</b>	<b>Yes</b>	Yes	Yes	Yes	Yes	Yes	n/a
<b>Media</b>	Yes	<b>Yes</b>	Yes	Yes	<b>Yes</b>	No (yes in first phase)	Website
<b>Politician</b>	n/a	Local gov.	n/a	n/a	<b>Yes</b>	Yes (union leaders that at the same time work as MPs)	n/a
<b>Local government</b>	Yes	Yes	Yes	Yes	Yes	No	n/a
<b>Local organizations</b>	Yes	Yes	Yes	Yes	Yes	No	n/a
<b>Other UN agencies and Other relevant organizations</b>	BAPPENAS Netherland government (they share costs of researches)	Yes and esp. with ABK Education Initiative	Yes	No (Local NGO collaborated in the work related to SCREA M pack)	Yes (DFID and ADRA)	Yes (Unicef, Unifem)	Yes (UNICEF and UNESCO)

#### 4.1.5 Quality of Indicators

Indicators of achievement of the project were rather quantitative, even the process indicators were all quantitative. Yet the numbers do not necessarily provide an indication as some were stated simply as "number" what would number of high-profile public supporters mean/indicate, for instance? It does not readily indicate a progress toward the initiative development (the I/O 2 indicator of achievement), because initiative development needs much deeper processing than public awareness raising as suggested by the indicator. Only the last 2 indicators within I/O 2 show a strong reflection of a process toward the achievability of the objective. Moreover, some of the indicator of I/O 1 on the 2<sup>nd</sup> phase are somewhat more vague than the 1<sup>st</sup> phase when it should actually be put as increased number of new alliances for instance (and verified against the number of alliance the 1<sup>st</sup> phase). However, it may question whether alliances need to be continually developed. "Alliances strengthened" is also rather unclear. Some other terms such as alliance and initiative should have been clearly defined.

In conclusion, the project of this nature, perhaps the process indicators (especially those that are relevant to the quality of dialogues and networks strengthened – both with key stakeholders and with APEC structures) may be more appropriate.

#### 4.1.6 External factors

There have been both positive and negative external factors that have influenced to project implementation and achievements. Some positive factors that have supported the project for example the Thai cabinet approval for migrant and stateless children's access to education in July 2005 made the research on migrant children timely. One negative factor is the changes in government that have resulted in a transfer of the Philippines APEC HRD government focal point to a new position which has made him no longer the APEC focal point. This to a large extent has affected the mainstreaming the project into the APEC structures in the Philippines.

#### 4.2 EFFECTIVENESS

The project has commendable achievement vis-à-vis the stated objectives and its intended results. Table below illustrates the actual achievements reported in the provisional project monitoring plan (PMP) and observations made by the evaluators.

Indicators and actual achievement as reported in the Project Monitoring Plan	Observations from the evaluators
<b>I/O 1: At the end of the project, alliances will be built and strengthened at the national and regional level against child labour and in favour of education</b>	
1.1. Number of alliances strengthened at the national and regional levels	
building on 7 alliances formed in the first phase of activities <b>7 (1 regional and 6 national)</b>	There should have been a qualitative indicator as well to measure how "alliances strengthened" have been strengthened.
1.2 Increased number of joint actions against child labour and/or in support of education at the national and regional level as a result of alliance building	
At least one major joint action against child labour and in support of education at the regional level and in each country  <b>Regional: 2</b> APEC meetings and communication and materials development	Some initiatives that are counted as achievements are rather outputs of the project but not joint actions undertaken as results of the alliance building -  The evaluators therefore feel that only the 5 initiatives undertaken in Mexico, Peru and Philippines that should be counted as the achievement for this indicator.
<b>Mexico: 2</b> - Collaborative plans of action between ILO and CROC and ILO and CTM including development of training materials on child labour - CRO and CTM inviting government to sign MOU with ILO and create national committee and tripartite plan of action against CL which could lead to ratification of C. 138	Acceptable
<b>Peru: 1</b> - Alliances of teachers, media, business people, authorities in San Isidro and Callao to take action in municipalities and carry message to national level - Municipals action by San Isidro with business representatives of private enterprises to give social marketing message to introduce child labour principles in their activities.	Acceptable
<b>Indonesia: 2</b> - National teachers' forum - Bogor: Bogor District Planning Board will assist and coordinate related institutions in mainstreaming child labour through education as well as propose to the next year of work unit budget plan. - North Sumatra: Improve teachers' capabilities on teaching learning activities by PGRI under TBP program - East Kalimantan: District Action Committee and	The PGRI both at national and local level do have teachers' forum, so it is not clear which national teachers' forum is the result of alliance building of this project.

Indicators and actual achievement as reported in the Project Monitoring Plan	Observations from the evaluators
<p>Education Council will work together to monitor and support the education policy implementation in Pasir in relations to child labour issues and the target of 9 year basic compulsory education</p> <ul style="list-style-type: none"> <li>- MONE has agreed to cover production of 1000 posters on child labour and education</li> </ul>	
<p><b>Philippines: 2</b></p> <ul style="list-style-type: none"> <li>- local CL and education task forces formally integrated into the legal structure of governance and service delivery</li> <li>- Inclusion of working children as target group in EFA plan)</li> </ul>	Acceptable
<p><b>Thailand: 2</b></p> <ul style="list-style-type: none"> <li>- Stakeholders workshop on curriculum and career development for vulnerable youth and exchange of experiences for northern Thailand</li> <li>- National seminar on barriers and policy response to education for migrant and hill tribe children vulnerable to WFCL.</li> </ul>	The workshops in Thailand were supported by ILO/APEC project and they were not really results of alliance building.
<p><b>Vietnam: 2</b></p> <ul style="list-style-type: none"> <li>- Media advocacy 2006 POA to promote using ULSE to combat WFCL, SCREAM pack adaptation &amp; training</li> <li>- National seminar to present research findings and recommendations on how to ensure Universal Lower Secondary Education reaches working children</li> <li>- National workshop for the mass media, educational policy makers, concerned government agencies, social and political organizations from central to provincial levels on orientation and planning for media on the prevention and elimination of child labour and in favour of education – also to build “alliances” to combat child labour.</li> </ul>	Similarly, the seminar is more like the output of the project.
3. Initiatives taken by APEC to ensure the regional alliance is sustained	
<p>Project message and activities undertaken in the future by APEC in cooperation with ILO (according to statements of APEC HRDWG Lead Shepherd)</p>	This could be slightly misleading statement considering the APEC mechanism (that influencing the local APEC focal point is the key and then to work it up to influence the working groups, the host country, the senior APEC level and so on).
<b>I/O 2: At the end of the project, key stakeholders will undertake relevant initiatives against child labour and in favour of education in the target countries.</b>	
2.1. Number and type of initiatives undertaken by key stakeholders on child labour and education	
<p>At least one major initiative undertaken by key stakeholders on child labour and education in each country.</p>	Similarly some of the claimed made were in fact outputs and should not be reported as achievement under this indicator.
<p><b>Mexico: 2</b></p> <ul style="list-style-type: none"> <li>- Trade unions (CTM and CROC) finance seminars and theatre on CL and education</li> <li>- CTM sensitised major transport company to disseminate video against CSEC before usual entertainment videos.</li> </ul>	Acceptable

Indicators and actual achievement as reported in the Project Monitoring Plan	Observations from the evaluators
<b>Peru: 2</b> <ul style="list-style-type: none"> <li>- Peruvian Cinema Association disseminate project messages</li> <li>- Municipal action by San Isidro and Callao authorities with message taken to national level including forums with politician candidates on child labour and education as part of awareness raising</li> </ul>	The extent of the political forum establishment is not so clear despite the fact there have been roundtable meeting(s). Report on the meetings are rather incomplete <sup>7</sup> . Similarly, the commitment of Peruvian Cinema Association to disseminate project message was also not reported during the Jakarta workshop (see p.11-12 of this report)
<b>Indonesia: 3</b> <ul style="list-style-type: none"> <li>- Heightened incorporation of CL concerns in education programming of agencies and donors due to joint TBP and this project's efforts.</li> <li>- Decent work survey/ study on impact of early school drop and child labour on one's career prospects</li> <li>- Launch of conditional cash transfer for child labourers linked to school attendance (relationship with Bappenas developed through June seminar on combating child labour through education)</li> </ul>	The launch of conditional cash transfers scheme in Indonesia is still being piloted and not yet launched.
<b>Philippines: 3</b> <ul style="list-style-type: none"> <li>- City council of Himamaylan significant financial contribution and community based monitoring</li> <li>- Philippines public/private partnerships and CSR (Metro Bacolod Chamber of Commerce, pyrotechnics industry, youth training/ employment)</li> <li>- Launch of anti-child labour award for teacher</li> </ul>	Acceptable
<b>Thailand: 1</b> <ul style="list-style-type: none"> <li>- Commitment expressed by Ministry of Education in Chiang Rai to replicate good experiences of career counseling model for rural youth</li> </ul>	This is rather vague as expression of commitment is not yet the initiatives undertaken.
<b>Vietnam: 1</b> <ul style="list-style-type: none"> <li>- Teacher's guidebook, video and training</li> </ul>	They are rather outputs of the project.

### 4.3 DEGREE OF PROJECT ACHIEVEMENTS

#### 4.3.1 Partnership and influencing APEC

There has been some improvement in ways to engage APEC through the presence of the project manager at APEC HRD-WG meetings. However, it is quite clear from the Jakarta workshop that only during the workshop did implementing team realize the real mechanism of APEC, i.e. that APEC is non-abiding forum (versus an organization), that it is personality driven, that issues were discussed more of bottom up than top down (implies the important role of APEC focal points at member economy level, the high-level yet low influence of the lead-shepherd), the possibility to work through different committees (not just within HRD-WG, especially the LSPN).

Therefore the strategy to exploit APEC structure has not yet been fully effective during the 2<sup>nd</sup> phase. The nature of APEC requires much more lobbying efforts at country/member economy level. As a result, APEC focal points did not influence member economies and no high-level declaration was produced (only within HRD-WG). As such, the usefulness of working with and through APEC as originally envisioned by IPEC (*to be able to motivate APEC and its member economies to develop benchmarks towards WFCL elimination or to influence member economies to combat WFCL and promote educational opportunities as part of their overall growth and economic development strategy*) is not clearly evident up to the completion of the 2<sup>nd</sup> phase. The project could have been successful if efforts were more consolidated and more energy was dedicated to achieve the target in engaging

<sup>7</sup> See "Report On Meetings With Authorities And Politicians With Jurisdiction In Lima And Callao" dated 24 Nov. 2005 submitted by Ms. Monica R. Nario

APEC. It was unclear why the consultant that was supposedly assigned to focus on building alliance with APEC at country level (refer to PRODOC submitted 31 may resubmitted 31 june 2004 page 4) did not exist.<sup>8</sup> It should be endeavored if the project proceeds to the 3<sup>rd</sup> phase.

At the country level, the project team still had difficulties in the engaging the APEC focal person – even after lessons from the first phase. Each participating country already has their somewhat national agenda and international commitment e.g. EFA. The APEC project was designed as add-on activities of the larger existing project or national framework. This to some extent may have resulted in a weakness of efforts in engaging APEC at country level. In addition, it may also still due to the fact that the national staff and partners lacked sufficient understanding and familiarity of APEC structure and mechanism. However, other external factors also affected the effectiveness of the partnership with the APEC focal person at the country level. For example the only challenge for the APEC Philippines component seems to be the inability to engage APEC focal point which is beyond the control of the national implementing team. Similarly, in the Indonesia where the position of APEC focal person (on Labour and Social Protection Network) has been vacant since 2001, it was not possible for the project to engage with such person.

Nevertheless, a big step has been made in Vietnam to involve the high level APEC focal person in the projects and draw interests of the APEC focal person in child labour elimination issue. Despite the slight inconsistent of the planned framework and the actual framework of the Vietnam programme, the overall planning and implementation are commendable in terms of its comprehensiveness and level of implementation. However efforts need to be continued otherwise it may die down.

#### **4.3.2 Strengthening and capacity building of local, national and regional actors**

Generally the project has reached out to wider and new key actors in each country e.g. private enterprise, municipal police, or Cinema Associations (Peru). In the Philippines, as a result of localization of its alliance, several new local stakeholders have joined the alliances including the provincial planning office and the police force. In Indonesia, alliances at the district and provincial level have been strengthened through participatory workshops and the level of commitment and coordination between all government levels has improved.

#### **4.3.3 Social mobilization**

The project carried out all kind of awareness raising and many claims have been made about the impact of the awareness raising for example in the Jakarta workshop, it's common to see the "increased awareness on the importance of education in combating WFCL among the public" being claimed in the discussion in the Jakarta workshop as one of the major impact of the project (in the case of Vientam, this was because WFCL has been discussed more publicly in mass media and in workshops and trainings). However, there is still a lack of sufficient measurement (and baseline information) to support the claim made. The awareness may have actually been increased but it will be more solid if the project can provide solid evidence on how the project measures the increased awareness.

#### **4.3.4 Strengthening of knowledge base**

The project has made considerable contributions to strengthening the knowledge base about CL elimination and promoting education opportunities. The good practices, several publications and tools have been generated both at the regional and country level. The project website is an important mean to disseminate and share information and good practices. The regional research on youth training and employment is another significant research that should benefit the future programming of both ILO and its partners.

The project website was launched in April 2006, six months before the project ended. It has been linked to the ILO website at [www.ilo.org/apec](http://www.ilo.org/apec) It was supported by ILO therefore there was no cost involved in the design of the web page.

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<sup>8</sup> According to one stakeholder, there was no plan to hire a consultant in this context.

At the country level particularly in Thailand, it can be said that the significant contribution is on the knowledge base. It has contributed substantively to a better understanding of the education opportunity for the migrant and stateless children which could be beneficial to future work. Further work should therefore be pursued to bring the research findings and recommendations to be integrated into the national or local policy and future programming.

The APEC Philippines also contributed to increased understanding in specific target areas and identified forms of child labour in the Philippines (in tobacco industry, textile and garments footwear).

#### 4.4 EFFICIENCY OF RESOURCE USE

Needless to say that the project is considered efficient as it made significant contributions on a relatively small budget particularly in Mexico and Vietnam (total amount for Vietnam is the largest although it may include national project staff - see the below table on the budget breakdown). However, it has to be borne in mind that total amount of funds spent on technical and administrative backstopping or overhead cost, was very marginal for this project as the project relied on the existing IPEC structure in each participating country. In terms of timing, though the project was delay in its start up, the project finished all activities within the revised project timeframe (by Aug 2006).

##### 4.4.1 Project Budget

It was not clear why different countries received different amount of financial support, although there seemed to be that the amount correlates with number of activities/outputs set out by each country.<sup>9</sup> Vietnam received the most budget because the project had to absorb the cost of national project staff in Vietnam for 8 months. Interestingly in the Philippines, as mentioned earlier that the Philippines seems to achieve much more than other countries, this partly may be due to its budget that was also more than other countries (in terms of the budget allocated for project activities).

The additional resources from APEC project, allowed the ILO project focal persons to leverage resources of the main existing project with those of APEC project. For example in the case of Vietnam, funds from 3 ILO projects in Vietnam i.e. ILO-IPEC country programme, APEC project and TICW project were leveraged for the production of teachers manual, guidebook and training of teachers. In Indonesia, the additional support from the APEC project was strategically spent because TBP did not have sufficient funds on education intervention.

The table underneath illustrates the total project budget allocated for country based activities and regional based activities.

<b>COUNTRY BASED ACTIVITIES</b> (Allocated based on resource need and capacity to deliver with most on BL 21 and some on BL 32 and 17)	
Indonesia	\$40,404
Philippines	\$64,692
Thailand	\$47,574
Vietnam	\$88,339
Mexico	\$28,971
Peru	\$30,000
<b>REGIONAL BASED ACTIVITIES</b> (BL 32 and 15)	
Bangkok and Jakarta Regional Workshops	\$76,753 (original estimate US\$95,000)
Missions (cover cost of Project Manager's participation in APEC meetings and in country based activities/programming; savings under BL 21 since the regional events were paid by APEC)	\$11,267 (original estimate US\$20,000)
Web site (supported by ILO WEBDEV)	\$0 (original estimate embedded in national

<sup>9</sup> One stakeholder explains that initially, all countries received approximately US\$ 30,000 to run country based activities. As additional funds became available due to savings in other project areas, including at regional level, they were allocated based on resource needs as well as capacity to deliver in the countries. As a result, the Philippines and Vietnam received some additional funds to run additional activities. Further, the decision to undertake a regional study on child labour, education and youth employment concentrated on Indonesia, Philippines and Vietnam and there were some additional resources that went into these countries for that work.



	consultancies which contributed to savings in consultancy support)
<b>REGIONAL AND NATIONAL</b>	
Publications production/dissemination (printing, design, consultancy, postage) and operations, maintenance and equipment (BL 11, 51, 53, 21)	\$54,000
Staff and consultancy support for overall country regional based activities (Programme/Administrative Assistant in BKK to support project management of national/regional activities, staff in Vietnam since project supporting child labour programme, Peru consultant) (BL 13, 17)	\$80,000
Program Support Cost (13% mandatory cost on all ILO projects)	\$78,000
<b>Total</b>	<b>\$600,000</b>

**\*savings on the regional activities enabled more funds to go to the countries**

#### 4.4.2 Local resource contributions

There were some evidences of local resource contributions to the implementation of the project.

- In Peru, local municipality of San Isidro and Lima contributed with logistics, hotels, a publication for “defensores” and transport for site visits and financed some materials. ADRA and DFID contributed to the reproduction of city hall guides.
- In Mexico, CROC Mexico financed the reproduction of training materials for union leaders.
- Mexican and Peruvian unions provided logistics and co-financed several training and seminar.
- In the Philippines, the ESG has secured an allocation of local resources to sustain its efforts<sup>10</sup> and has also utilised other resources such as vehicles and facilities and developed capacities for communicating with other groups.
- In Vietnam, local authorities and education sectors contributed to the reprinting of materials.
- In Thailand, the Ministry of Education has contributed local resources towards the reproduction of the report on education for migrant and stateless children vulnerable to child labour.
- In Indonesia, OGILVY has been involved in poster designing for free management fee and MONE has agree to cover the production of 1,000 posters.

#### 4.5 PROJET IMPACT

There is a need to mention that it is difficult to identify the direct impact of any social development projects as social dimensions are very complicated and there are many key players involved. There is no exception and it is even more difficult for this particular project due to the add-on nature of the project. The evaluators have reservations in some of the claims that may have been made in some documents but felt obliged to mention a few significant changes that the alliances (through the project) may have made important contributions to particularly in terms of policy mainstreaming/ integration at the country level (contributions of the Project to the achievements of Higher Outcomes/ Impact).

There has been evidence that the project has contributed to the integration of child labour concerns into Education For All and educational sectoral planning/ implementation at local and national level in the Philippines, Indonesia and Vietnam. For Peru and Mexico, neither country has managed to actively engage the education authorities yet.

One major positive changes in regard to policy integration is evident in the Philippines where the Education Sub-Group (ESG) one of the very active alliance pursued the passage of Republic Act 9231 or known as “an act providing for the elimination of the worst forms of child labor and affording stronger protection for the working child, amending for this purpose republic act no. 7610, as amended, otherwise known as the “special protection of children against child abuse, exploitation and discrimination act”. In addition to the passage of 9231, the ESG as an alliance was also instrumental in the inclusion of child labor concern in the Basic Formal Education Component of the approved Philippine EFA Plan 2015.

<sup>10</sup> As reported by the Philippines’ delegation during Jakarta workshop (p.4 in the presented paper).

## 4.6 SUSTAINABILITY

It is hoped that the regional forum that has emerged through this project can remain active through face-to-face experience sharing workshops, continued participation in APEC and ILO events, development and dissemination of publications and the web site. It is important that the country based activities that have been inspired by this project continue to motivate for policy reform and enforcement. These activities can be showcased within APEC and thus motivate its donor and recipient member economies to contribute to the world wide movement against child labour and support Education For All. At the country level, there have been evidences of replication of project message and good practices.

**In Mexico:** the sustainability of the benefit of the project is less clear although the project staff is quite optimistic. One strong element is the demonstrated commitment of CTM and CROC reflected in significant co-financing of training seminar and self-financing of follow-up activities with union own funding. Another significant element is the working group that has been set up meets regularly and hopefully it will continue beyond the end of the APEC project II. Those commitment should continue to be monitored to ensure sustainability e.g. commitment of transport company to show video against commercial sexual exploitation of children in their autobuses.

**In Peru,** several donors and NGOs have started to replicate the APEC project activities in other social projects funded by DFID, Adventist groups, Child Hope, and Microsoft Foundation. DFID funded a reproduction of 1000 guides (on the basic & legal info on CL, ILO conventions, ways to tackle CL, etc.) for local authorities and also funded the distance learning training of 400 teachers in Peru. ILO coordinator was invited to join the local workshops. The task force (trade unions confederations, Labour Ministry, UNICEF, and ILO) meets regularly to coordinate awareness raising and training activities and some evidence shows that trade unions have organized training sessions on their own. Unfortunately, the ILO-IPEC coordinator has recently left the ILO because of a lack of funds for the ILO-IPEC project in Peru. The continuity and effort to engage key stakeholders including the APEC focal person in Peru is thus rather uncertain.

**For the Philippines:** It is very likely that the benefit as a result of the project in the Philippines will be sustained because activities of this project were closely linked to EFA national framework and the capacity of the partners is high and CL and education network is also very active in the Philippines.

**For Vietnam:** it is expected that the project benefits resulted from implementing activities (ULSE promotion and capacity building for teachers) will be sustainable because their objectives match the Government's policy objectives as outlined in the National Programme for the Universalisation of Lower Secondary Education. The teachers' guidebook has also been a valuable tool for teachers, although more funding is required to achieve a wider distribution of this resource. IPEC trained teachers (based on the guidebook developed) in 5 out of 64 provinces and the evaluators were told that the government will replicate the training of teachers in the remaining provinces (59 provinces) and it remains to be seen whether the replication will in reality take place and to what extent (how much the government budget will be allocated for this etc.).

## V. CONCLUSIONS AND LESSONS LEARNT

### 5.1 CONCLUSIONS

Overall, it can be concluded that the project has commendable achievements. Most countries' achievements are significant (though attribution is an issue) and the project's contribution has helped the countries to achieve those results faster. Without the additional support from the project those results might not have yet been achieved as quoted by some stakeholders that *"without this project, we are pretty sure we would still achieve what we have now. However, this project helps us a lot in speed up the process...[because] it provides additional resource"*. However, the strategy to exploit APEC structure has not yet been fully effective. Although a progress has been made for the engagement of APEC at the regional level, more work need to be considered on how the project could be more effectively engage and influence the APEC local representatives.

As an add-on project with relatively meager budget (considering the coverage), the project design has been successful in supplementing country program both within IPEC (TBP projects of support etc) and beyond (EFA, MDG) and on the whole the project has shown a considerable effectiveness in choosing the most strategic target groups/ key persons. Many lessons have been drawn from the experience both at the regional and country level.

### 5.2 LESSONS LEARNT

#### 5.2.1 Alliance building:

- Building alliances was an effective means of widening awareness and mobilising resources, since organisations such as unions and employers' federations can take the child labour issue and use their own finances and manpower to develop programmes and advocacy. Whilst it appeared that thus far there had been uneven success in the engagement of the Ministry of Education, it seemed that when that cooperation was achieved it could be very successful.<sup>11</sup> Participant countries had provided concrete examples of strengthening the role of alliances and leveraging of resources, and the mainstreaming of child labour issues, particularly into the Education for All movement.
- Choosing appropriate partners is one key factor for success of the project especially when child labour is a new and broad issue e.g. in Mexico and Vietnam which need to focus on capacity assessment of partner agencies and individuals involved in the project for the formulation of capacity building strategy which training is not the only way.
- Teacher is one of powerful agents of social change in the field of education as they are the frontline workers in the education system. They need to be convinced of the need to be brought about. The use of teachers' information and resource kits and specific training workshops has been instrumental in building strong partnerships with this key group.
- Politicians – in the case of Peru – the project was trying to mainstream education and CL issues into policy dialogue. However, there a fine line between providing technical advice and the ILO being seen as supporting a political party. Therefore the information must be factual and technical and non-partisan and there cannot be any perceptions of political influence. There needs to be a very clear analysis beforehand.

#### 5.2.2 Understanding of APEC structure and mechanism is very important:

- There are many challenges in working in partnership with APEC because the APEC structure is quite complicated. It's hard for outsiders to fully comprehend. There is also a lack of continuity of personnel in APEC (most are appointed according to the positions in the line ministries). It is important therefore to understanding how APEC functions in order to find the effective strategies to work with APEC. Unfortunately key stakeholders seemed to have better understanding of the APEC mechanism only at the end of the project during the regional workshop in Jakarta. The below

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<sup>11</sup> One stakeholder contests that success with the Ministry of Education was uneven.

paragraph notes some of the APEC mechanism that should be taken into consideration when designing a new programme.

- APEC leaders meet annually while senior officials meet four times a year.
  - APEC works by consensus of its member economy
  - APEC is a forum not an organization so it has no mandate to oblige its members. The most it can do is to come up with 'recommendations'.
  - APEC has about US\$ 250,000 funds to support small projects per working group
  - APEC secretariat has 24 officials working in Singapore therefore the capacity is limited and not always extend to labour issue.
  - APEC host country does have the opportunity to influence the year's agenda. But it cannot simply put any issues into the agenda. It needs a certain process which work needs to be done from the bottom (from the local APEC focal persons) up to the working group level and further to the senior official level and so on.
- It is important if the ILO wants to put CL in the agenda or plan of action of APEC, ILO should educate the local APEC contact points as APEC works by consensus of its member economies. It is thus important to lobby the local APEC representatives to bring the issue of child labour to the HRDWG, who can then pass this message on to higher levels within APEC.

### **5.2.3 Communication:**

- It is importance to ensure that we are 'speaking the same language' and successfully communicating our ideas to the people in APEC. ILO needs to consider how to engage their interest and convince them of the relevance of the projects to their objectives. Ultimately, people are all interested in equitable development, including reaching the most disadvantaged people worldwide.
- It is also important to make sure that the terms that are used to express our "messages" are understood to our target audiences. It is important to make certain that the people in the village understand the meaning of the terms used by people at a national level so that both parties can communicate clearly with one another. The selection of terms or concepts is thus important e.g. partners in the Philippines may achieve more if they have the means of promoting child labour elimination under the term 'human resource development', rather than 'Decent Work' for example.

### **5.2.4 Localize the interventions to ensure sustainability:**

- For the best interest of stakeholders and project's sustainability, it is important to look for and explore programme partnerships with local groups (e.g. employers groups and local chambers of commerce).
- Generally there are sufficient national policies with regard to education reforms or international commitments that countries are obliged to fulfill. One of the best approaches to ensure sustainability is to localize the interventions. Local policies must be articulated which was exactly what has happened in the Philippines for example. It's much faster and more responsive than generating more national policies.
- The local structures are by far more stable compared to the national government's structure. There may be a need to help the National structures e.g. Ministry of labour, Ministry of Education, National Planning Bureau etc. in connecting their respective efforts geared towards influencing local government(s).

## VI. EMERGING GOOD PRACTICES

Since the evaluation relied almost entirely on the documents provided by the project, the evaluators opt for only those emerging good practices that seem to give written concrete evidences and therefore it heavily cites those examples from the Philippines experiences which seemed to have produced more concrete reports. The evaluators realize that there may be other emerging good practices as they were mentioned in some reports etc. but without solid and concrete evidence, it is hard to mention them in this section.

### 6.1 Anti child labor award for teachers or “ACLAT” (Philippines)

An organizing committee composed mostly of NCLC-ESG member agencies including the Department of Education was convened and tasked to develop the criteria for the selection of awardees. The criteria was reviewed and re-drafted several times until it was finalized and circulated through a Memorandum Circular of the Department of Education. The nomination forms were disseminated through various channels: 1) through Dep.Ed and is duly supported by a Department Memorandum to all field personnel to participate. 2) through CLETF and 3) through the local and national institutional partners for the web.

There were four major awardees and four citation awards for pioneering efforts in alternative education focused to children with special needs and children in difficult circumstances. Local Child Labor Education Task Forces feel that with barely a year or less than a year to run the local initiatives, it would be more appropriate to fully participate in the nomination process next year.

The recent awarding ceremonies did create a national consciousness leading towards a momentum of recognizing the efforts of teachers in the local level to reach out to the child laborers through education. It is expected that by 2007 the number of nominees will rise tremendously given the commitment of the local task forces to really work for it. There were even moves at the national conference to localize the ACLAT awards so that from the local awardees, national awardees shall be drawn.

### 6.2 Use of Appreciative methodology and positive message of education against child labor during conduct of workshops (Philippines)

The use of Appreciative Methodology in the conduct of the 2<sup>nd</sup> National Child Labor and Education Assessment workshop resulted to the binding of development actors into one solid critical mass rather than a fragmented whole. The methodology was carefully planned by Children's Laboratory to come up with constructive and engaging results punctuating on arriving at goals together, exploring avenues together and claiming victories together. Where together is taken to mean that no child shall be left behind, no effort shall be left unappreciated and all is part of the national energy to constructively contain the child labor education. The mood of the assessment was that of celebration of victories and realization of learnings as well appreciation of the little big efforts of each one. The new paradigm and assessment framework provided by Dr. Emma Porio, Ateneo de Manila University, was such a development coup in looking at new directions in development work.

It is the first assessment workshop that happened in ages with a very positive note, where people left the workshop with high hopes and spirits that together, we can perform better, that together we can reach more and that together we can be better. The three days workshop was a celebration of collective efforts.

### 6.3 The application of marketing principle in developing awareness raising materials (Philippines, Vietnam, Peru)

The Philippines, Peru and Vietnam has made similar lesser extent to take marketing approach in the development of the awareness raising materials e.g. the issues of positive messages that usually used more in business in Vietnam.

Instead of producing only one Audio Visual material involving famous celebrities in the Philippines, the project, through Children Lab's extensive network of partners, engaged one of the leading advertising agency (Dolye Dane Bernbach - DBB) in the country in the development and production of appropriate

and quality awareness raising materials. As a result, with the free professional leadership and services of DBB, an advertising outfit and network partner of Children's Lab, six materials covering six sectors of worst forms of child labor were articulated and produced. The ad materials were launched and presented at the national assessment conference on child labor, aired on TV and radio and published in newspapers and magazines.

## VII. RECOMMENDATIONS

### 7.1 KEEP THE THRUST GOING

- The ILO should find ways to continue certain activities e.g. the networking, the partnership with APEC after the project ends in order to keep the alliance active and the issue of CL high in the agenda of all key stakeholders including APEC.
- Find ways to keep the issues high in the agenda of all relevant stakeholders at the country level e.g. in Mexico, since the ILO is participating in the diagnostic exercise to establish a Common Country Assessments by UN Working Groups, it is a good opportunity for IPEC Mexico to push the issues of education and CL into the CCA agenda.
- For immediate need, the participating countries (Indonesia and Philippines) where IPEC TBP project currently exists, to a large extent the issues of WFCL elimination and the importance of education should persist. However, for Vietnam, Mexico and Peru, ILO should continue to explore further possible support in order to keep the momentum going. Thailand project of support to national plan of action on the WFCL will start its implementation soon and it should benefit from the work that APEC project has contributed so far.

### 7.2 CONTINUE TO STRENGTHEN APEC PARTNERSHIPS

#### 7.2.1 Keep the momentum going

- For the immediate future, Vietnam will be the host of the APEC meeting in December 2006 it is therefore recommended that ILO takes the opportunity to present the project's progress to the APEC HRDWG at the meeting. It will be a remarkable progress if the APEC meeting in Vietnam, which human resource is one of the issues to be highlighted, gives some recognitions to the work of the project.
- ILO should also explore and exploit any possibility to engage the APEC at the APEC meeting in Australia and Peru in 2007 and 2008, respectively. APEC Ministerial meetings are also important as it is this meeting that sets priorities for the working group for 3-4 years.

#### 7.2.2 Possible expansion of partnership with APEC into other common areas of interest:

- It is important that the achievements and progress of this project are not confined to the APEC HRDWG, but also raised with other working groups with a possible interest in child labour and education issues. ILO may explore possible relationships with other APEC working groups which may share common interest. At the moment, HRDWG is the initial APEC contact for the ILO but there is certainly more scope for allying the ILO work within the different parts of APEC.
- In the future, APEC and the ILO should consider broad-based partnerships on all areas of common interest, such as youth training and employment, skills development and migration. Encouraging Member Economies to use education to combat child labour as part of an overall growth and development strategy should remain a key focus of this broad-based partnership.
- Find common ground and interest for future cooperation e.g. globalization for the benefit of all. Within this broad globalization framework, the interests of specific groups such as women, migrants and children can be brought into play. The focus on marginalised groups is an issue of interest shared by both APEC and ILO and represents an opportunity for cooperation and partnership in the future. Although APEC core focus is to promote trade liberalization but nevertheless, and particularly as a result of the Asian Financial crisis, there is a growing awareness that APEC needs to consider and resolve issues regarding labour and social justice. This is thus an opportunity for the ILO to educate APEC members about issues such as Decent Work and child labour.

### **7.2.3 Explore effective ways/ strategies to work with APEC (Develop better strategy “how to”, identify ‘who’, ‘when,’ ‘where’ and set ‘milestones’)**

- ILO should explore further how to effectively work with APEC and find chance to participate in policy dialogue. Broad issues like HIV/AIDS responses in the Workplace, Industrial Relations and Dispute Resolution and Youth Employment were discussed before in the HRDWG of APEC meetings, therefore there are plenty of opportunities for the ILO to take advantage on. The challenge is to bring innovative thinking to the problems and find the right contacts in APEC and ensure that they are notified of the issues and have the opportunity to participate. Another challenge is how to institutionalize the work as at the moment it very much depends on individual interest.
- ILO should continue to educate the local APEC contacts and representatives in the Secretariat, and use them as an entry point to facilitate the exchange of information. It is clear that it is important to lobby the local APEC representative if ILO wants its issues to be raised in APEC senior official forums. The Secretariat does not have the capacity to initiate dialogue, therefore ILO must become the main source of information and action and as much as possible publicize ILO work to a range of APEC contacts.
- ILO should continue to raise APEC’s understanding and acceptance of the life cycle approach to combating child labour, because this approach leads to economic growth and development. Thus, cooperation between ILO, with a strong focus on social development, and APEC, with a focus on economic development, is the embodiment of this approach. Now consideration needs to be made of how to enhance this relationship and organise this work? Are there national partners through which these activities can be pursued or is a new phase of the project needed?
- ILO should consider sharing selected important information with APEC contacts from the local level to the regional level. On a local level ILO may consider a ‘tripartite plus’ network and look at how the cooperation can be intensified.

### **7.2.4 Enhance understanding of APEC structure and mechanism**

- Although, the project has managed to some extent engage APEC HRDWG, further work is needed to strengthen understanding about APEC structure and mechanism. It’s important to identify a contact person in the APEC secretariat and use the person as an entry point and keep him/her in the loop of communications/activities.

### **7.2.5 Better Communication/ adapt the ‘message’ to fit the common ground**

- Broader definitions may facilitate future cooperation between ILO and APEC. For example, in the future there might be an expansion of focus to other areas such as youth training. There is a need to expand definitions so that an investment in child labour is an investment in human resource development and education refers to a broader range of education services beyond the classroom, including employment assistance, Decent Work and life skills training. Once the common ground is found, the ‘message’ should be adapted to make others interest in the issue of CL but the “message” should however be focused and audience targeted.’
- The Decent Work agenda could be used as an overall framework for collaboration with APEC, with a focus on three major issues: equal employment opportunities for all (including gender, youth etc), poverty alleviation (informal economy and human security) and labour migration.

## **7.3 NEW PROJECTS SHOULD BE EXPLORED**

### **7.3.1 The new project should have clear operational strategy and better ways to assess impact**

- Exchanging knowledge is always a useful first step for motivating action through the APEC chain and therefore establishing a national taskforce to address labour issues within APEC could serve a useful purpose. The projects has opened door for actions in APEC and it also has drawn the attention of leaders and senior officials. Therefore it is important to have an on-going project to demonstrate that action is occurring. It’s recommended that a new project (or possible phase III)



with a well-thought through strategies on how to effectively engage APEC should be considered by ILO and the donor. Project formulation should identify and engage the APEC focal persons for consultations and contact point should be established at the APEC secretariat at the outset to identify the right strategies.

- ILO should strengthen capacity for data collection by emphasizing the evidence based information. The report will have more weight and the claims made will be more credible if sufficient supporting evidence is provided. It will also be commendable if simple and reliable methodology for data collection can be adopted to demonstrate impact of the project e.g. impact of awareness raising.
- ILO should look into its internal mechanism to establish better guidelines in regard to the addendum of the project whether it is suitable if a second phase is considered such as this one. The addendum to the project that its focus has quite significantly shifted from phase I may create confusion. A proper document with clear strategy, logical framework (particularly indicators of achievement), implementation mechanism and amount of resources required should be clearly spelled out and highlighted.

### **7.3.2 Take into consideration the challenges at the country level for new project**

At the country level, many challenges are identified and they should be taken into considerations for the future work.

#### **Mexico:**

- The APEC project has managed to anchor child labour issues in the unions' agenda and to provide very good seed material. The main challenge is to institutionalize the work on child labour that has been undertaken by the unions to go beyond personal commitment. ILO should continue to provide further technical assistance to the unions e.g. to make sure that trainers on the state level receive a sound training and periodical coaching for their training activities. ILO should help them upgrade from the organization of short-term training sessions about child labour to complete institutional training programmes.
- The creation of the National Commission on Child Labour will directly depend on the new labour administration that will be in charge from 1<sup>st</sup> December 2006 onwards. In the meantime, ILO should continue strengthening workers and also employers' organizations, in order to maintain that topic of child labour is high on the political agenda.

#### **Peru:**

- How to ensure effective monitoring and follow-up, for example, that politicians fulfill their commitments to undertaking appropriate reform to policies related to education, childhood and social investment, and likewise that companies fulfill their commitment to implement proactive corporate social responsibility programmes.
- It's important to ensure that CL and education remain a priority in the project in Peru in the build-up to the APEC forum in Lima in 2008. This will pose a big challenge for IPEC because the IPEC project and education coordinator in Peru has left IPEC due to a lack of funds.
- IPEC should ensure that the manual for local and municipal authorities and other materials that have been produced can be sustainably used following changes to the municipal administrations.

#### **Indonesia:**

- Because the current project really consists of add-on activities, the challenges are part of the implementation of TBP as the core. One major challenge is to ensure that the inclusion of child labour-related issues as one of the criteria in the conditional cash transfer is implemented as envisioned.

#### **Philippines:**

- One of the challenges in the context of alliance building was that at the national level there is a very low budget for education. The task force has overcome this through advocacy work at the local level by lobbying politicians, local government, and education members. In designing the new project the localization of actions may be given priority.

**Thailand:**

- The main challenge is how to follow up and ensure that the findings and recommendations in regard to the research on education opportunity of migrant and stateless children; and the career counseling model for disadvantaged and vulnerable children that has been developed and tested, have been taken into account by the policy makers. It's important for ILO, NCYD and ONEC to bring the outputs produced by the project (the model and the research findings) to the level of policy. The newly funded ILO-IPEC WFCL Thailand project should explore the possibility to consolidating or making use of the research findings.

**Vietnam:**

- The project faces with difficulties due to insufficiency of researches/studies on child labour and education. Educational administrators and teachers at different levels are lack of understanding and paying adequate attention to child labour issues. Hesitance of school teachers to take more responsibilities and workload, as they have already been burdened and occupied with their existing teaching schedule at school. Therefore there is still a need to strengthen the capacity and awareness of teachers and policy makers on the issue of CL and importance of education. More research should be commissioned to provide updated evidences and reliable information on CL and use it to advocate for policy changes.

**7.3.3 Explore funds available regionally and locally**

- ILO and its local partners should explore further how to tap APEC financial support from the APEC's central fund. ILO and its partners should also explore possibility to tap funds that are available locally. It was suggested that though the APEC fund is rather small but if the issue is recognized it could generate further bilateral funding.

**7.4 CONTINUE THE EFFORTS TO ENGAGE OTHER KEY STAKEHOLDERS INCLUDING THE MEDIA**

- Since Peru and Mexico have not yet managed to actively engage the education authorities to have an active role in the fight on child labour elimination. The ILO Mexico and Peru should continue its dialogue through the unions and their UN counter parts (UNICEF and UNESCO) to try to bring the elimination of child labour into the policy and plan of relevant key ministries particularly the ministry of education.
- Explore ways to get the attention of the Ministry of Education for examples to work with teacher unions/ associations or to initiate a community pilot programme to work directly with teachers at the community level to get the attention of the Ministry of Education.
- UNESCO role should be looked at.
- Efforts should also be made to identify common areas of interests among key stakeholders so that the interventions can have better chance for sustainability.

## ANNEX 1

### **Terms of Reference For External Independent Evaluation**

**Of**

### **APEC Awareness Raising Campaign: Eliminating the Worst Forms of Child Labour and Providing Educational Opportunities**

**August 2006**

ILO Project code:	INT/01/P77/USA
Project code:	P 340 01 900 077
IRIS code:	
Geographical Coverage:	Indonesia, Mexico, Peru, Philippines, Thailand, Vietnam Regional within APEC
Starting date:	September 2001 (second phase started October 2004)
Ending dates:	August 2006
Programme management:	Bangkok, Thailand
Programme language:	English
Executing agency:	ILO-IPEC
Financing agency:	US-DOL
Donor contribution:	IPEC: \$840,305 (second phase US\$ 600,000)

## 6 1. BACKGROUND AND JUSTIFICATION

1. For the past decade, the international community, in collaboration with the ILO, has mounted one of the largest social reform movements ever seen. According to the second Global Report on Child Labour prepared by the ILO in May 2006, this work is bearing fruit. The report, entitled “The end of child labour – Within reach”, says that an encouraging reduction in child labour, especially its worst forms, is beginning to emerge in many parts of the world. Furthermore, the report indicates that if the current trends continue, child labour in its worst forms may be eliminated within the next decade.

2. Education is instrumental in achieving these goals and has been central to the work of the ILO’s International Programme on the Elimination of Child Labour (ILO-IPEC) since its creation in 1992. Indeed, history has shown how instrumental education has been to the abolition of child labour, establishing a skilled workforce and promoting development based on principles of social justice. In this respect, the ILO is promoting Education For All (EFA) in the context of its Decent Work campaign, not only as a means to combat child labour, but also as part of its work to develop vocational and skills training, promote the status of teachers and uphold their individual rights and the rights of their organizations.

3. The past decade has witnessed the emergence of a wide range of good practices from ILO-IPEC projects worldwide in terms of enhancing access and quality of education and skills training for former child labourers and children at risk. In order to consolidate this rapidly growing level of practical experience and expertise and translate this into effective support and guidance for member States in terms of education policy development and reform, ILO-IPEC has been focusing increasingly on reinforcing partnerships and networks at all levels, particularly internationally. It is widely acknowledged that in order to achieve the Millennium Development Goals and EFA, the international community has to step up its efforts to eliminate and prevent child labour and to ensure more effective coherence between global development programmes and strategies. A key component of ILO-IPEC’s strategy has been to reinforce dialogue with the main international partners sharing the related objectives of eliminating child labour and providing education for those who are marginalized.

4. Among the key initiatives of this strategic area of ILO-IPEC’s work is an inter-regional project with the Asia Pacific Economic Cooperation (APEC). The project, entitled “APEC Awareness Raising Campaign: Eliminating the Worst Forms of Child Labour and Providing Educational Opportunities”, was launched in 2001 following a landmark APEC Joint Ministerial Statement in 1999 which stated:

“The Human Resources Development Working Group should be a forum to promote educational opportunities for youth in the region and should explore these and other ways of eliminating the worst forms of child labour. We direct the Working Group to give priority to this issue and to implement an activity in support of this work.”

5. The project recognized that there was an urgent need to raise awareness of the risks of child labour and of the importance of quality education to children and their families in the affected communities, as well as to decision-makers who formulate policies on issues related to child labour and education. It therefore aimed to work with APEC – and specifically its Human Resource Development Working Group (HRDWG), which is responsible for the interrelated areas of education, training and child labour – to influence its Member Economies to combat the worst forms of child labour and promote educational opportunities as part of their overall growth and economic development strategy. Six APEC Member Economies, comprising Indonesia, Mexico, Peru, the Philippines, Thailand and Viet Nam, were included in the project as these were countries where the problems of the worst forms of child labour and the lack of educational opportunities for the poorest children needed to be addressed on an urgent basis. They were also countries where ILO-IPEC had existing or potential resources and partnerships.

6. In the first phase from September 2001 to December 2003, the initiative focused on building alliances to promote awareness and action in the participating countries on using education and training to combat the worst forms of child labour. This set the groundwork for a regional network within APEC to promote the sharing of good practices and lessons learned. The project budget was US\$ 238,405 and the official start date was September 2001 with an initial duration of 16 months.

7. The project's Development Objectives was to contribute to the increased public awareness and increased capacity for action in selected APEC economies on the importance of moving children out of hazardous work and into education. The project's Immediate Objectives were:

- *At the end of the project, alliances will be built and strengthened at the national and regional level against child labour and in favour of promoting universal access to free, quality education.*
- At the end of the project, national/local authorities, employers, social partners, educators, and especially children and families from affected will have an increased capacity for joint and separate action for moving children out of hazardous work and into education

8. Based on the positive experiences of this first phase, the USDOL provided additional support to continue the project. While the Development Objective remained the same, the second phase which started in October 2004 and is the focus of this evaluation, focuses on strengthening the regional alliance and mobilizing key parties to undertake relevant initiatives against child labour and in favour of education in the target countries. This framework was determined on the basis of the project evaluation and sharing of experiences workshop of the first phase which took place in Manila in November 2003. The geographical scope also remains the same and the project budget is US\$600,000.

9. Thus, the project framework for the second phase is as follows:

Development Objective: To contribute to the increased public awareness and increased capacity for action in selected APEC economies on the importance of moving children out of hazardous work and into education.

- *Immediate Objective One: At the end of the project, alliances will be built and strengthened at the national and regional level against child labour and in favour of education.*
- Immediate Objective Two: At the end of the project, key stakeholders will undertake relevant initiatives against child labour and in favour of education in the target countries.

10. Following the inter-regional planning workshop for the second phase of activities organized in Bangkok in February, 2005, a regional framework was articulated in more detail which included the development of a regional communication mechanism and web site; increased dialogue and collaboration with APEC; publication of project experiences and the documentation and sharing of good practices; and research and mapped opportunities on training and employment for young people above the minimum working age to combat the worst forms of child labour.<sup>12</sup> This meeting included an important session on working with APEC led by the Lead Shepherd of the APEC HRDWG and the APEC Member Economy focal points. Activity plans for Indonesia, Mexico, Peru, the Philippines, Thailand and Viet Nam were discussed. Ideas were shared on how these plans and the regional framework could reinforce each other towards encouraging relevant APEC Member Economies to use education and training to combat the worst forms of child labour as part of their overall growth and economic development strategy.

11. As in the Manila workshop of November 2003, it is proposed to undertake the final evaluation in conjunction with the final sharing of experiences workshop. This will allow key project stakeholders to review the achievements and lessons learned since 2001 on this collaborative initiative between APEC and the ILO and its partners as well as chart a future course of action to ensure the sustainability of the initiative's accomplishments. In addition to ILO staff from headquarters and the field, the participants will include key implementing partners from the participating Member

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<sup>12</sup> An additional US\$100,000 were approved by the donor in September 2005 to add to the original approval allocation of US\$ 500,000 to further strengthen the country based activities and to support research and documentation on youth training and employment as a strategy against WFCL.

Economies in the labour and education sector including APEC focal points, representatives from Ministries of Labour and Education, employers, teachers' organizations, and civil society groups.

12. The required final evaluation will be an integral part of the sharing of experiences workshop through participation of the evaluation team, interaction with the participants and a special session for specific evaluation purposes.

## **II. SCOPE AND PURPOSE**

*Scope:*

- The evaluation will conceptually cover all project interventions at country levels of the participating countries with a focus on the second phase of activities from late 2004. This includes Action Programmes, Mini-Programmes and policy/advocacy work aimed at strengthening alliances and action in using education and training to combat the worst forms of child labour at regional, national and local levels
- The workshop as a whole will assist the ILO and APEC to jointly define the parameters for future cooperation
- The period covered will be that of the second phase – October 2004 until 31 August 2006

*Purpose:* The evaluation should aim in general to answer the questions

- Did the project accomplish the stated objectives? To what extent did the project achieve intended result?
- What has changed as a result of the project? What new skills, knowledge, or value resulted from the project? What did the project add to the information or related efforts that already existed?
- Communication the findings/results: who has learned about the project? Who else should learn about the project?

Specifically it should focus on

### **1. Assessing the project design**

- To assess the design of the project and its appropriateness in the current context of the target countries selected for awareness raising activities.
- To assess how the idea of a phase-out strategies for project components was addressed in the programme design

### **2. Assessing project implementation**

- To assess efficiency of the start up phase and how changes in sequencing affected project implementation and effectiveness.
- To assess how the programme leveraged resources (e.g. by collaborating with non-IPEC initiatives and programmes launched during the programme's life or by raising awareness locally to encourage local ownership and funding?)
- To review procedure established to identify and work collaboratively with other initiatives and programmes (such as interagency collaboration with UNESCO and UNICEF and other partnerships within APEC)

### **3. Documenting achievement and in particular impact**

- To assess the extent to which the project has achieved the stated objectives and its intended results.
- To assess the degree of project success in mobilizing local, national, and regional actors to combat child labour and promote education
- Assess how well the project products (e.g. established networks, alliances, campaign materials, research and policy papers, and other project results) have been communicated to key stakeholders
- To assess the project's relationship with APEC, specifically the APEC HRDWG throughout the duration of the project.

- To assess the effectiveness of efforts made by the programme to phase-out programme activities and/or transfer responsibility to local, national and regional partners as a means of promoting sustainability.
- To assess impact of the project to date, evidence of progress towards impact should be considered where possible, as should evidence of move towards sustainability. It is understood that full impact may not be possible to assess due to certain limitations (e.g. budget and time).
- To identify and assess external factors (if any) that may not have been taken into account at the time of project formulation, which had an impact on project implementation and had affected the project

#### **4. Identify lessons learnt in terms of successful process, strategies, and models of interventions used in the 6 participating countries**

- a. Specifically the evaluation is expected to analyse strategies and models of intervention in increasing awareness and action on using education to combat child labour in the different countries and to document lessons learned and knowledge generated
- b. It is also expected to suggest possible orientations for future work based on existing experience and viewed from the field, including conditions of sustainability. In addition, the evaluation of activities in six different countries may allow some comparative perspective on the modality.

The evaluation will provide input and suggestions to the further strategic planning and identification of next steps to be done to ensure the sustainability of project activities. ILO-IPEC staff in Indonesia, Mexico, Peru, Philippines, Thailand and Vietnam and in headquarters will use the evaluation for learning, programming and accountability purposes. The final report will also be available for other country managers and desk officers of ILO-IPEC.

### **III. SUGGESTED ASPECTS TO BE ADDRESSED**

In addition to the general concerns of relevance, effectiveness, unanticipated effects, causality, alternative strategies and sustainability the evaluation should concern itself with an assessment of the specific project approaches and focus on achievements and lessons learned. A proposed list of areas that will be explored are identified below:

#### **Country based approach**

- Describe and assess the overall impact of the project activities on raising awareness on the risks of the worst forms of child labour and the importance of education in the participating countries. Is there evidence of increased awareness and local activities on these issues?
- Examine the project's relationship with other ILO-IPEC programs in targeted countries. The assessment will present recommendations for other ILO-IPEC programmes wishing to build on the activities initiated by the project. Describe how the project has added value to other child labour and education programmes including those of ILO-IPEC.
- How has the project supported the integration of child labour concerns into Education For All and educational sectoral planning/implementation at local and national levels? Though the project focus was on EFA, how has this work contribute to the integration of child labour concerns into other national development frameworks such as the PRSP?
- Describe how the project has mobilized key stakeholders (e.g. national/local authorities, workers, employers, educators, media, families/children) and assess the degree of project success in this regard.
- Assess the effectiveness of the project in building sustainable national and local alliances of organizations working to promote education and combat child labour. What has been the level of commitment and the effectiveness of the participation of members within these organizations. Please also give recommendations for further strengthening these alliances.

- How has the capacity of the implementing partners been increased to use education and training to combat the worst forms of child labour in either advocacy or programming activities as a result of the project activities?
- How has the project disseminated the research findings in the participating countries to ensure increased knowledge and awareness on issues related to child labour and education? How has this informed policies on child labour and education?

### **Inter-regional**

- Describe and evaluate the impact of the regional project outputs on strengthening the regional alliance and the sharing of good practices and lessons learned on using education to combat the worst forms of child labour. Regional project outputs include:
  - Regional activities (Planning Workshop 2005, APEC HRDWG meetings 2005 2006)
  - Web site
  - Publication of project experiences and good practices inventory
  - Research and mapping of opportunities on youth training and employment to combat the worst forms of child labour in Indonesia, Philippines, Vietnam
- Evaluate the project's relationship with APEC, specifically the APEC HRDWG which has endorsed the project. Please also include an assessment of APEC's contribution to the inter-regional coordination in raising awareness on using education and training to combat the worst forms of child labour.
- Assess the impact of the participation of ILO-IPEC in the annual HRDWG meetings. Has this participation produced any tangible benefits to raising awareness of child labour and education issues within the body? Were any activities initiated as a result of such participation?
- What has been the impact of this relationship on promoting long-term sustainability or government commitments to the issue? How has the project encouraged these Member Economies to use education to combat child labour as part of their overall growth and economic development strategy?
- How has the unique combination of participating countries and the partnership with APEC strengthened the worldwide movement in support of education and against the worst forms of child labour? What are the key operational issues encountered in setting up and developing this regional network?

### **General**

- How has the project focus on raising awareness on the elimination of the worst forms of child labour and promoting educational opportunities strengthened the knowledge base and strategies developed in this field?
- Assess the effectiveness of efforts made by the programme to phase-out program activities and/or transfer responsibility to local, national and regional partners as a means of promoting sustainability.
- What are the long-term commitments and the technical and financial capacity of national institutions (including governments) and the APEC HRDWG to continue initiatives begun by the project once it ends?
- Considering the relatively limited resources base, assess how the programme leveraged resources (e.g. by collaborating with non-IPEC initiatives and programs launched during the program's life or by raising awareness locally to encourage local ownerships and funding)
- Were the indicators in the project able to measure impact of awareness raising activities relevant and will they be useful for informing other activities of this nature?



#### **IV. EXPECTED SPECIFIC OUTPUTS OF EVALUATION**

The following are the expected outputs:

- Brief evaluation instrument with the key questions, methodology and programme for the evaluation session in the workshop
- Draft report for circulation to stakeholders for comments
- Final draft of evaluation

The final report should clearly contain and identify:

- Project summary: this should comprise of a review of the project's origin, the unique contribution the project was intended to make, the context of the project, rationale for the project, project objectives, major activities of the project in chronological order.
- Findings/Results: the assessment aims to go a step beyond simply summarizing what happened. It also aims to find out about the participation, quality, impact and efficiency of the project.
- Recommendations (including to whom they are addressed) and next steps: - to answer the questions on "what should come next?"
- Lessons learned: - documents what worked well, what did not work well, and what suggestions should be if someone attempting a similar project.
- Potential good practices (experiences to be replicated elsewhere)

#### **V. METHODOLOGY**

The evaluation will be conducted by an evaluation team consisting of a locally recruited external evaluator and the ILO Regional Evaluation Programme Officer based in ILO Regional office in Bangkok.

The Child Labour and Education Specialist of ILO ROAP and Project Manager will act as a resource person and the IPEC Evaluation Officer at DED HQ will provide methodological support and guidance.

The followings are the suggested evaluation methodology.

- A review of documents and materials produced
- The regional evaluation and sharing of experiences workshop is built in as part of evaluation process. The evaluators participate in the workshop as observers and conduct a session especially for the evaluation
- Meetings with the Project Manager and project focal points during the course of the workshop
- Meetings with other key stakeholders as required during the course of the workshop
- Preparation of the draft report for comments by stakeholders and final draft

#### **Timeframe**

The process of the evaluation is expected to be as follows: -

- |            |  |
|------------|--|
| Phase I:   | Preparatory (July 31 – August 4) <ul style="list-style-type: none"><li>- Desk Review</li><li>- Stakeholders input to the TOR</li><li>- Draft and revision of TOR</li></ul>   |
| Phase II   | Participation in the regional project evaluation and sharing of experiences workshop (8 – 10 August 2006, Jakarta)<br>Interviews with key stakeholders   |
| Phase III: | Synthesis Analysis and Preparation of Final Report <ul style="list-style-type: none"><li>- First draft of report</li><li>- Review and comment by stakeholders</li><li>- Second and final version of final report</li></ul> |

## Responsibilities and Profiles of Evaluation Team

<i>External Evaluator</i>	
Responsibility	Profile
<ul style="list-style-type: none"> <li>- Prepare evaluation instrument with ILO regional evaluation officer</li> <li>- Co-facilitate the evaluation session</li> <li>- Provide external perspective and validation</li> <li>- Guide the preparation of the first draft</li> <li>- Review and finalise the evaluation report with the ILO Evaluation Officer</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation experience</li> <li>- Regional experience</li> <li>- Familiarity with child labour, education and social development</li> <li>- Fluency in English</li> <li>- Preferable experience with policy level work and evaluation, including institution building and networking</li> </ul>
<i>ILO Regional Evaluation Officer</i>	
<ul style="list-style-type: none"> <li>- Prepare evaluation instrument with ILO regional evaluation officer</li> <li>- Co-facilitate the evaluation session</li> <li>- Prepare initial zero draft of the evaluation based on discussions and guidance from external evaluator</li> <li>- Finalise the evaluation report with the ILO Evaluation Officer</li> </ul>	<ul style="list-style-type: none"> <li>- Strong evaluation experience</li> <li>- Proven experience in producing high quality evaluation reports with tight deadlines</li> <li>- Familiarity with ILO and ILO-IPEC to provide instant knowledge of reasons for procedural and strategic approaches</li> </ul>

## Roles of ILO-IPEC responsible staff

ILO/IPEC staff responsible for the project at HQ, RO, and those of participating countries will participate in evaluation stakeholder workshop and will be responsible for providing necessary information on the projects. They will in particular be responsible for

- Preparing a list of action programmes, other activities conducted and materials produced under the project components for their responsible countries
- Ensure that all relevant documents and reports (progress reports, final output reports, etc.) are available for examining
- Participate in the evaluation stakeholder workshop
- Provide any technical and logistic support during the evaluation (more specific to Indonesia as host country of the regional workshop)

## Workshop Stakeholders

The participants will include

- ILO-IPEC staff who are responsible for the implementation of the project in participating countries. They are:
  - Project Management  
Regional and Thailand  
Ms. Urmila Sarkar  
Child Labour and Education Specialist,  
ILO ROAP Bangkok
  - Project focal points  
Mr. Patrick Quinn  
Ms. Dede Shinta Sudono  
Ms. Monica Rodriguez  
Ms. Imeda M. Ochivallo  
Ms. Nguyen Thi Mai Oanh  
ILO-IPEC Indonesia  
ILO-IPEC Peru  
ILO-IPEC Philippines  
ILO-IPEC Vietnam

Note : Thomas Wissing, ILO Mexico will participate on behalf of Igone Guerra, project focal point of ILO-IPEC Mexico as informant

- ILO-IPEC Headquarters, Geneva  
7. Mr. Geir Myrstad  
Resource  
Head, Programme Support, Reporting and  
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- ILO Regional Office for Asia and the Pacific  
8. Ms. Mukda Sunkool  
Chief, Regional Programming Services
- United States Department of Labor  
9. Mr. Christopher Watson  
Office of International Organizations, United  
Statement Department of Labor
- Implementing partners  
Governments, Workers, Employers and Civil Society from Indonesia, Philippines,  
Thailand and Vietnam. Participants list will be provided.

## VI. RESOURCE AND MANAGEMENT

The evaluation team will conduct this evaluation and will report to Head of Evaluation Section, Design, Evaluation and Documentations Section at IPEC Headquarters. Resources for the evaluation exercise will be the allocated resources for evaluation and it will fund the local external evaluator and the participation of the ILO Regional Evaluation Officer.

All the technical progress reports including the list of action programmes along with publications and materials produced by the project will be made available for the evaluation as part of the desk review. Project management and other relevant ILO-IPEC staff will provide logistic and administrative support.

## ANNEX 2

**Inter-Regional Workshop to Evaluate and Share Experiences :  
Asia-Pacific Economic (APEC) Awareness Raising Campaign : Eliminating the Worst Forms of Child Labour and Providing Educational Opportunities  
August 8 – 10, 2006, Jakarta, Indonesia**

**List of Participants (Interviewed persons – either individually or in a group interview - are highlighted)**

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## ANNEX 3

### Evaluation Methodology and Questions Framework

#### APEC Awareness Raising Campaign: Eliminating the Worst Forms of Child Labour and Providing Educational Opportunities

Jakarta: 7-11 August 2006

**1. Review of Documents/ Prepare an evaluation instrument**

The evaluation team reviews the relevant documents and prepares an evaluation instrument based on the evaluation TOR.

**2. A preparation meeting**

The evaluation team will meet in the afternoon of Monday 7 Aug. to discuss on the evaluation process and the content (evaluation instrument)

**3. Stakeholders workshop on lessons learnt and experience sharing**

The evaluation team members will participate in the workshop and will raise issues as appropriate. The following should be noted.

- Number of participants (if possible – name/ position/gender/ age)
- Number of questions/interactions of participants
- Number of participants who leave during the meetings/group discussions
- Physical appearance of participants signifying interest or lack thereof in the event.
- Types of questions asked and the degree of technical understanding of the project objectives/ strategies/ activities/ materials they reflect

**4. Group/Individual interviews with key stakeholders:**

- IPEC focal persons
- Implementing agencies
- APEC focal representatives
- Representative of the USDOL

The evaluators shall divide the task and will find possible time to have group or individual interview with key stakeholders to gather additional information that may not have yet been addressed during the workshop.

**5. Evaluators to report back to key stakeholders/ to facilitate evaluation session**

The final day of the workshop, the evaluator team will share the preliminary findings, conclusions, and recommendations to the key stakeholders.  
*There is a need to prepare for this together on Thursday evening (after the workshop).*

**6. Post-evaluation meeting**

*In the morning of Friday 11 Aug,* the evaluation team will have a final discussion and will discuss how to go about finalizing the evaluation report.

Performance of the project		Methods	Sources
<b>Overall Project Design &amp; Relevance</b>  <b>Relevance</b> (the extent to which the project objectives are consistent with the needs of beneficiaries and stakeholders, and the country and regional's context (social and policy environment)).	<p><b>Project context</b></p> <ul style="list-style-type: none"> <li>- To assess the design of the project and its appropriateness in the current context of the target countries selected for awareness raising activities</li> <li>- Did the project objectives were focused on the right priorities when design and if they were adjusted to suit changing circumstance during implementation?</li> <li>- Were relevant indicators of achievement and means of verification properly designed?</li> <li>- How useful are the indicators for monitoring and measuring impact? Were the indicators able to measure impact of awareness raising activities relevant and will they be useful for informing other activities of this nature?</li> </ul> <p><b>Project strategies and approach</b></p> <ul style="list-style-type: none"> <li>- How were recommendations from the Phase I evaluation acted upon by the project and to what effect?</li> <li>- Does the project strategy and approach have any shortcomings?</li> <li>- Did the idea of a phase-out strategies was addressed in the deisgn?</li> <li>- To what extent have synergies been exploited as a result of the relationship between the project and APEC?</li> <li>- Describe the alternative ways to meet the needs of the intended beneficiaries and/or direct recipients, if any</li> </ul> <p><b>External factors</b></p> <ul style="list-style-type: none"> <li>- Identify and assess internal and/or external factors which have (positively or negatively) influenced the project achievement</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse the validity and relevance of the project design. It should show the <b>linkages</b> between the project and the Action Programmes in terms of design.</li> <li>- Identify facts</li> </ul>	<ul style="list-style-type: none"> <li>- Review of project document/ TPRs</li> <li>- interviews with project focal points and key stakeholders</li> <li>- review of PMP</li> </ul>
<b>Effectiveness</b> ( is defined as the extent to which the project's objectives were achieved at project completion or are expected to be         )	<ul style="list-style-type: none"> <li>- To assess the extent to which the project has achieved the stated objectives and its intended results</li> <li>- Describe the progress made towards the production of the outputs and the achievement of the objective(s) and specify major accomplishments and/or</li> </ul>	Compare expectations given in the design and expressed in project objectives to the actual achievements found at completion <ul style="list-style-type: none"> <li>- output produced (national and</li> </ul>	

Performance of the project		Methods	Sources
achieved/)	<p>drawbacks.</p> <ul style="list-style-type: none"> <li>- Describe the effects of the project on the situation of the intended beneficiaries and/or direct recipients. Describe whether the number and/or type of beneficiaries and/or direct recipients have been reached according to plan. Explain the reasons for and the nature of changes, if any.</li> <li>- Describe the ways to improve the effectiveness of the project, if any.</li> </ul>	<p>regional), beneficiaries/direct recipients reached)</p> <ul style="list-style-type: none"> <li>- other impacts achieved (<a href="#">see also below on achievement</a>)</li> </ul>	
<b>Degree of project achievement</b>	<ul style="list-style-type: none"> <li>- What have been main achievements of the project?</li> <li>- What have you been particularly disappointed about?</li> </ul> <p><b><i>Social mobilization</i></b></p> <ul style="list-style-type: none"> <li>- To what extent the project has mobilized local, national and regional actors (national, local authorities, workers, employers, educators, media, families and children) to combat child labour and promote education</li> </ul> <p><b><i>Achieving planned outputs</i></b></p> <ul style="list-style-type: none"> <li>- Have all the outputs been delivered?</li> <li>- How well the project products (e.g. established networks, alliances, campaign materials, research, and policy papers and other project results) have been communicated to key stakeholders</li> </ul> <p><b><i>Partnership and influencing APEC</i></b></p> <ul style="list-style-type: none"> <li>- To assess the project's relationship with APEC, especially the APEC HRDWG throughout the duration of the project</li> <li>- What are the key operational issues encountered in setting up and developing this regional network?</li> </ul> <p><b><i>Phase-out strategy/ mainstreaming</i></b></p> <ul style="list-style-type: none"> <li>- To assess the effectiveness of efforts made by the project to phase-out project activities and/or transfer responsibility to local, national and regional partners as a means of promoting sustainability</li> </ul>		Everyone
<b>Efficiency</b> (Extent to which the project achieved, or is expected to	<ul style="list-style-type: none"> <li>- To assess how the project leveraged resources (e.g. by collaborating with non-IPEC initiative and programmes launched during the programme's life or by raising awareness locally to encourage local ownership and funding)</li> </ul>	<ul style="list-style-type: none"> <li>- After reviewing the second column, make a qualitative judgement to assess</li> </ul>	Project focal persons

Performance of the project		Methods	Sources
<p>achieve, benefits commensurate with inputs based on unit cost compared with alternative options and good practices)</p>	<ul style="list-style-type: none"> <li>- To review procedure established to identify and work collaboratively with other initiatives and programmes</li> <li>- Explain whether the project's results have justified the costs incurred. Review project budget vis-à-vis outputs delivered and impact perceived (by country and regional) at the project completion</li> <li>- Are the allocated resources sufficient and necessary to accomplish the project tasks?</li> <li>- Describe the alternative ways of increasing the efficiency of the project, if any.</li> </ul> <p><b>Local resource mobilization</b></p> <ul style="list-style-type: none"> <li>- Any local resources have been sought?</li> </ul>	<p>efficiency by relying on an appreciation of the underlying concepts of cost/benefit analysis, together with good practice in similar situations</p>	<p>Project implementing partners</p> <p>Donor</p>

Impact		Methods	Sources
<p><b>Impact on institutions, policies and the regulatory framework</b></p> <p>What has been the impact of the project in terms of institution, policies, and legal framework in combating WFCL in favour of education?</p>	<p><b>Any changes brought about by the alliances</b></p> <ul style="list-style-type: none"> <li>- Assess to what extent the national and local alliances of organizations working to promote education and combat child labour have made positive moves/changes in combating CL in favour of education</li> </ul> <p><b>Commitment and capacity of the alliances</b></p> <ul style="list-style-type: none"> <li>- What has been the level of commitment and the participation of members within the alliances?</li> <li>- Give recommendations for further strengthening these alliance</li> </ul> <p><b>Commitment and capacity of Implementing partners</b></p> <ul style="list-style-type: none"> <li>- Has the capacity of implementing partners been increased to use education and training to combat the WFCL in either advocacy or programming activities?</li> </ul> <p><b>Policy influencing</b></p> <ul style="list-style-type: none"> <li>- What has the work been at policy and strategic level in linking with national, sub-</li> </ul>	<p>Assess - what has changed? Extent of change? Who have been reached? How many?</p> <ul style="list-style-type: none"> <li>- Do we capitalize on existing network structure?</li> <li>- What have been done so far?</li> <li>- What's working well? And why?</li> <li>- What's working less well? And why</li> </ul>	<p>Country focal person and implementing partners</p> <p>APEC Regional team</p> <p>Project manager</p> <p>Donor</p>

Impact		Methods	Sources
	<p>regional and regional framework and policies?</p> <ul style="list-style-type: none"> <li>- Any changes brought about in local, national or regional policies (intended and/or unintended) on the eliminating the WFCL and in favour of education.</li> <li>- Any evidence that issue of combating CL in favour of education been mainstreamed into local, country, national levels</li> <li>- Has the research findings under the project been disseminated in the participating countries to ensure increased knowledge and awareness on the issue related to child labour and education?</li> </ul> <p><b>Impact on APEC</b></p> <ul style="list-style-type: none"> <li>- Evaluate project's relationship with APEC, specifically APEC HRDWG</li> <li>- Assess APEC's contribution to the inter-regional coordination in raising awareness on using education and training to combat the WFCL</li> <li>- Impact of ILO-IPEC participation in the annual HRDWG meeting. Has this participation produced any tangible benefits to raise awareness of CL and education within the body? Were any activities initiated as a result of such participation</li> </ul>		
<b>Impact on people's awareness</b>	<ul style="list-style-type: none"> <li>- Is there evidence of increased awareness and activities on these issues?</li> <li>- How has the unique combination of participation countries and partnership with APEC strengthened the worldwide movement in support of education and against the worst forms of child labour?</li> <li>- What has been the awareness raising strategy? What have been done so far? What kind of method? And materials have been used? Any assessment done on the impact of the awareness raising materials/ campaign etc.?</li> </ul>		<p>Country Focal persons</p> <p>Implementing agencies</p> <p>Project manager</p>
<b>Knowledge base</b>	<ul style="list-style-type: none"> <li>- How has the project focus on raising awareness on the elimination of WFCL and promoting the education opportunity strengthened the knowledge base and strategies developed in this field?</li> </ul>	<p>Any new knowledge generated?</p> <p>Possible good practices/ models of intervention</p>	<p>Project focal person</p> <p>Implementing partners</p>
<b>Unexpected effects</b>	<ul style="list-style-type: none"> <li>- Any unintended effects and other non-planned issues arising from the project?</li> </ul>		
<b>Sustainability</b> (to make a	<ul style="list-style-type: none"> <li>- What has been the impact of APEC and ILO relationship on promoting the</li> </ul>	To review the risks and	(Everyone)

Impact		Methods	Sources
judgement whether the benefits generated by the project will be maintained in the longer term)	<p>sustainability or government commitment to the issue?</p> <ul style="list-style-type: none"> <li>- Which aspects of the project that should be sustained and how?</li> <li>- Is it (a) likely, (b) unlikely, or (c) uncertain that the project's activities/benefits will continue beyond the date that the project ends? Why?</li> <li>- Is there a plan to carry on the project's activities (or maintain its benefits) when the project ends?</li> <li>- What should be the role of the project stakeholders in carrying on project activities after the project ends? Are the project partners motivated to carry on? Why or why not?</li> <li>- Do you think the benefits to the target groups will be maintained after the project ends?</li> <li>- Do you think the benefits to the project partners will be maintained after the project ends?</li> <li>- Do you think it will be possible to see the impact of the project a few years from now? Why or why not?</li> <li>- Do you think the project could be replicated in other areas, countries, regions? Why or why not?</li> </ul>	<p>uncertainties faced, and whether adequate steps have been taken to avoid or mitigate these risks. The following factors are to be reviewed: -</p> <ul style="list-style-type: none"> <li>- <i>Government commitment</i></li> <li>- <i>Commitment of other stakeholders</i> (APEC HRD WG, civil society etc.)</li> <li>- <i>Financial viability</i></li> <li>- <i>Social support</i> (including continued participation of beneficiaries and local community)</li> <li>- <i>Institutional support</i> (including legal and regulatory framework and organizational and management effectiveness)</li> <li>- <i>Replication</i> of a project approach (as an indicator of sustainability)</li> </ul>	<p>Regional Country focal persons APEC USDOL</p>
<b>Scale up</b>	<ul style="list-style-type: none"> <li>- Assess the likelihood or whether actual replication or scaling up of innovative/ good practices has occurred in the country or region</li> </ul>		Country team

Performance of ILO, APEC, Government, social partners, and other implementing partners		Methods	Source
<p><b>Management performance</b> (the extent to which technical cooperation provided by ILO through the implementing partners; resulted in appropriate strategy and component mix, supported</p>	<p><b>Quality and adequacy of support</b></p> <ul style="list-style-type: none"> <li>- Was adequate technical and administrative guidance and support provided to implementing partners by the project staff and relevant ILO units?</li> <li>- Do project coordinators have adequate capacity to implement the project? Have they been trained accordingly?</li> <li>- Assess whether steps are being taken to enhance the human resources of the project.</li> </ul> <p><b>Project implementation</b></p>	<p>Parameter to consider: -</p> <ul style="list-style-type: none"> <li>- target groups clearly defined (including targeting mechanism)</li> <li>- gender equality/ mainstreaming</li> <li>- participation by the target groups in the design and implementation</li> </ul>	<p>Implementing agencies</p> <p>Project manager</p> <p>Project focal persons</p>

Performance of ILO, APEC, Government, social partners, and other implementing partners		Methods	Source
implementation effectiveness, promote stakeholders' participation, gender equality, and innovative approaches/ actions.	<ul style="list-style-type: none"> <li>- How were recommendations from the Phase I evaluation acted upon by the project and to what effect?</li> <li>- Is the project on schedule according to its work plan? Why or why not?</li> <li>- Has project implementation encountered any problems? If yes, what were the problems? Were they addressed in a timely and satisfactory manner and by whom?</li> <li>- How could project implementation be improved?</li> </ul> <p><b>Capacity assessment</b></p> <ul style="list-style-type: none"> <li>- How implementing partners selected? Did their capacity assessed?</li> <li>- Do implementing partners have adequate capacity to implement the project? Have they been trained accordingly?</li> </ul>	<ul style="list-style-type: none"> <li>- partners selection/ engagement</li> <li>- innovation and replicability</li> </ul>	
<b>Collaboration with other projects/ UN agencies and its implications</b>	<ul style="list-style-type: none"> <li>- What is the relationship between APEC project and other ILO-IPEC projects in the country? And other ILO projects? Does it go well? And why/ why not?</li> <li>- What other could learn from the APEC project? And vice versa</li> <li>- Any collaboration with other UN agencies? Any results?</li> <li>- What does ILO and other IPEC projects learn from the project? And vice versa</li> <li>- To what extent ILO can continue its support at the country level?</li> <li>- Can the existing IPEC TBP/forthcoming projects continue or strengthen APEC project work in some aspects where needed and necessary?</li> </ul>	<p>Interview with project coordinators/ CTA where possible.</p> <p>Also ask "what do you like the most and the least about APEC project? And why?"</p>	<p>Other ILO project personnel (ILO director?)</p> <p>Project focal persons</p> <p>Project managers</p> <p>HQ Backstopping officer</p>
<b>APEC, Government, tripartite, and Implementing agencies</b>	<p><b>Complementary and coordination between various partners organizations</b></p> <ul style="list-style-type: none"> <li>- What have been the biggest challenges of working in partnership?</li> <li>- What are the benefits of the partnership?</li> <li>- How could the project's partnerships be improved?</li> <li>- How would you assess the level of partner/stakeholder satisfaction with and commitment to the project? Why?</li> </ul> <p><b>Constraints and problems faced by implementing agencies</b></p> <ul style="list-style-type: none"> <li>- Any constraints/ problems the implementing agencies faced during implementations?</li> </ul> <p><b>Phase out</b></p> <ul style="list-style-type: none"> <li>- Assess the efforts made by the project partners to phase- out project activities</li> </ul>		<ul style="list-style-type: none"> <li>- APEC rep</li> <li>- Donor</li> </ul>



Other Special Concerns			
<b>Working with tripartite partners</b>	<ul style="list-style-type: none"> <li>- To what extent the project make an effort to work with ILO tripartite partners? What are the biggest challenges/opportunities in working with the tripartite partners?</li> </ul>		<ul style="list-style-type: none"> <li>- Project focal persons</li> <li>- Tripartite partners</li> </ul>
<b>Gender</b>	<ul style="list-style-type: none"> <li>- Did the project design correctly identify gender-differentiated development opportunities?</li> <li>- Have women and men; girls and boys had equal opportunities to participate in overall project activities?</li> <li>- Have women and men; boys and girls profited equitably from the overall project impact?</li> <li>- Has the project been innovative in creating gender-equal opportunities and empowering women?</li> <li>- Has the project facilitated progress in gender-sensitive policies or government actions?</li> </ul>		<ul style="list-style-type: none"> <li>- Project manager</li> <li>- Project focal persons</li> <li>- Implementing agencies</li> </ul>

Others:

<b>Identifying lessons learnt, successful process, strategies, models of interventions</b>	<ul style="list-style-type: none"> <li>- Analyse strategies and models of intervention in increasing awareness and action n using education to combat child labour in the different countries</li> <li>- Identify lessons learned for further replication and possible mainstreaming</li> <li>- Which project interventions constitute good practice, the replication of which can be recommended for other regions?</li> </ul>		<ul style="list-style-type: none"> <li>- <b>Workshop</b></li> <li>- <b>Reports</b></li> </ul>
<b>Recommendation for next steps</b>	<ul style="list-style-type: none"> <li>- Which aspects do appear to be needed after the end of the project (and why) and what could be done to sustain them?</li> </ul>		<ul style="list-style-type: none"> <li>- <b>workshop</b></li> <li>- <b>reports</b></li> <li>- <b>interview with stakeholders</b></li> </ul>

## ANNEX 4

### List of Documents Reviewed

1. Project Document of Phase I (Oct. 2001)
2. Phase I Internal Independent Final Desk Review Evaluation Report (Feb. 2004)
3. Project Revision Document - Phase II (resubmitted June 2004)
4. Project Revision Document – Phase II (submitted Sept.2005)
5. Technical Progress Report (TPR) March 2005
6. TPR September 2005
7. TPR March 2006
8. 27<sup>th</sup> APEC HRDWG Meeting Report (Pattaya, 20-24 June 2005)
9. Jakarta Workshop Presented Papers
10. Jakarta Workshop Report
11. Provisional PMP & budget document (provided Sept. 2006)
12. Bangkok Inter-regional Planning Workshop Report
13. Out of Work and Into School: Publication of ILO-APEC Project Experiences 2001-2006
14. Sample of CLETF organizational structure & communication flow (Philippines)
15. Approved Philippines EFA Plan
16. List of ACLAT winners & awardees (Philippines)
17. Mechanics of teachers against child labour (Philippines)
18. ESG Sub-group Directory (Philippines)
19. Report of the workshop for trainers (Mexico)
20. Inputs for 2005 TPR report (Mexico)
21. Inputs for March 2006 TPR report (Mexico)
22. Report on assemblies with businessmen for San Isidro 2005 (Peru)
23. Report on meetings with authorities & politicians with jurisdiction in Lima & Callao 2005 (Peru)
24. World day against child labour report (Indonesia)
25. Press clippings on child labour & education (Indonesia)
26. Emailed comments/reponses from project officers/managers upon the presentation of preliminary findings by the evaluators in the Jakarta workshop
27. Project Document of Phase I (Oct. 2001)
28. Phase I Internal Independent Final Desk Review Evaluation Report (Feb. 2004)
29. Project Revision Document - Phase II (resubmitted June 2004)
30. Project Revision Document – Phase II (submitted Sept.2005)
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